

2023-2024 Policies and Procedures: Baker (Approved)

Section E: Participation in State and District Assessments

The school district administers districtwide assessments of academic student achievement.

- Yes
 No

History

If **yes**, include the name of each districtwide assessment and whether the assessment is administered to students on alternate academic achievement standards. If the districtwide assessment is not administered to students on alternate academic achievement standards, identify the corresponding alternate assessment. (If your school district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate academic achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the school district ensures that all teachers are collecting the same information and scoring the data the same way.)

Assessments given to students on general education standards and some students on alternate standards include the following: STAR Reading, STAR Mathematics, IXL, iReady, and USA Test Prep. Assessments given to most significantly cognitively disabled students include the following: Unique Learning Systems (ULS) Benchmarks.

History

Parental Consent Documentation

In accordance with s. 1003.5715, F.S., and Rule 6A-6.0331(10), F.A.C., the school district may not proceed with a student's instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the school district documents reasonable efforts to obtain parental consent and the student's parent has failed to respond or the school district obtains approval through a due process hearing. The school district shall obtain written parental consent for the actions described above on the Parental Consent Form – Instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, Form 313181 <https://www.flrules.org/Gateway/reference.asp?No=Ref-14585>.

The school district certifies that it either obtains prior parental consent or due process approval for every student participating in the FAA program. If prior parental consent is not obtained, the school district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from DOAH.

- Yes
 No

History

Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 C.F.R. § 200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than one percent of its students in any subject with an AA-AAAS. The state must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that school districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FAA program. The purpose of this justification is to ensure that school districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

What is your school district's 2022-23 participation percentage in the FAA in the following areas?

Reading

| 2.3

History

Mathematics

| 2.1

History

Science

| 2.9

History

Is the school district over one percent in any area?

- Yes
- No

History

The criteria for the following statement is outlined in s. 1008.22(3)(d), F.S., and Rule 6A-1.0943, F.A.C., and on the Checklist for Course and Assessment Participation, which can be found at <https://faa.fsassessments.org/-/media/project/client-portals/florida-alt/2023-2024-faa/manuals-and-guides/checklist-for-course-and-assessment-participation.pdf> for use in determining student eligibility for participation in the FAA program.

If the school district is over one percent in any area, please provide a description of how the school district is ensuring that IEP teams are adhering to the criteria (see above.)

Baker County School District provides annual training with assistance from Project 10 and ACCESS to school teams to instruct school teams on policies and best practices related to serving as many students as possible on grade-level state standards. District level staffing specialists participate in eligibility to assist with ensuring best practices, and district Exceptional Student Education Staff periodically monitor school IEP's and practices to ensure adherence to the criteria as much as possible.

History

Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the school district that may contribute to higher enrollment of students in access courses that exceeds one percent (e.g., center schools serving surrounding school districts).

In reviewing overall student data and comparing the number of students in access courses/programs, we have determined potential contributing factors that include the following: Due to low overall student enrollment, small changes in student numbers result in large percentage increases. We observe that families move into our district through Open Enrollment to access our programs, and many of those students enter with active IEP's some of which include students on Access Points. Dynamics including subsidized housing, state department of correction facility and the Florida State Hospital also influence our population and subsequently our student needs.

History

What is your school district's risk ratio for disproportionality in each content area for each subgroup?

ELA American Indian or Alaskan Native

0

History

ELA Black, non-Hispanic

3.14

History

ELA Hispanic

0

History

ELA Asian or Pacific Islander

0

History

ELA White, non-Hispanic

.49

History

ELA Economically Disadvantaged

2.20

History

ELA English Language Learner

0

History

Math American Indian or Alaskan Native

0

History

Math Black, non-Hispanic

3.12

History

Math Hispanic

0

History

Math Asian or Pacific Islander

0

History

Math White, non-Hispanic

.51

History

Math Economically Disadvantaged

1.86

History

Math English Language Learner

0

History

Science American Indian or Alaskan Native

0

History

Science Black, non-Hispanic

2.12

History

Science Hispanic

0

History

Science Asian or Pacific Islander

0

History

Science White, non-Hispanic

.73

History

Science Economically Disadvantaged

3.27

History

Science English Language Learner

0

[History](#)

Social Studies American Indian or Alaskan Native

Data Not Available

[History](#)

Social Studies Black, non-Hispanic

Data Not Available

[History](#)

Social Studies Hispanic

Data Not Available

[History](#)

Social Studies Asian or Pacific Islander

Data Not Available

[History](#)

Social Studies White, non-Hispanic

Data Not Available

[History](#)

Social Studies Economically Disadvantaged

Data Not Available

History

Social Studies English Language Learner

Data Not Available

History

If an identified risk ratio is 3 or above in any area, describe the school district's plan to address this disproportionality. This could include examining practices, such as the training and technical assistance provided to personnel on culturally responsive practices; working within a multi-tiered system of supports (MTSS) to promote best practices in screening; progress monitoring; and initial eligibility determination. School districts may also refer to their efforts to decrease disproportionality in evaluation, identification and discipline if similar efforts are made in that area.

Baker County School District's Exceptional Student Education Department utilizes the Florida's Multi-Tiered Systems of Supports Planning/Problem-Solving Process (<http://www.florida-rti.org/floridamtss/index.htm>) to address potentially disproportionate areas. Step one would involve identifying the problem area(s). Step two involves analyzing the data and generating a hypothesis as to why disproportionality is occurring. Step three would entail developing a plan to address the disproportionate area(s). The fourth step would include regular progress monitoring to determine if the plan to reduce numbers is achieving the intended outcome. Utilizing the problem-solving process above, when reviewing existing students and students initially referred in the category of IND who will be placed on access points and taking the alternative assessment, exceptional student education teachers and staff will review the following areas to ensure alignment: Evaluation Summary Report, including the following: - Cognitive Assessment - Adaptive Assessment - Academic Assessment - Work samples/classroom based measurement - Past performance on district and state assessments - Social History. During these review meetings, teachers and staff will review students on FSAA by content area, school, primary eligibility, race, ethnicity, and gender to identify and address any patterns of disproportionality by subgroup. In addition, staff will provide technical assistance and professional development opportunities to school teams to ensure that school teams are following best practices. Baker County School district has increased the number of students with cognitive disabilities being served in the general education classroom and will continue to work towards improved inclusion. Professional Development will continue to be provided to school based teams on how to decide annually which assessment students should take (FSA or FSAA) using a problem solving model.

History

Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities

District-Specific Procedures

These are the criteria required for participation in the statewide, standardized alternate assessment as per Rule 6A-1.0943(5), F.A.C.:

Section A: The decision that a student with a significant cognitive disability will participate in the statewide, standardized alternate assessment as defined in Rule 6A-1.0943(5)(a), F.A.C., must be made by the IEP team and recorded on the IEP.

If the definition of "most significant cognitive disability" is not met according to the criteria set in Rule 6A-1.0943(1)(f)1., F.A.C., then complete Section E of this document, which satisfies Rule 6A-1.0943(1)(f)2., F.A.C.

Section B: The provisions regarding parental consent for participation in the statewide, standardized alternate assessment found in Rule 6A-6.0331(10), F.A.C., must be followed.

Section C: In order for a student to participate in the statewide, standardized alternate assessment, all of the following criteria must be met:

1. The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment;

Evidence of criteria will be provided through the student's current IEP and student schedule.

2. The student must be receiving specially designed instruction, which provides unique instruction and intervention support that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and exhibits very limited to no progress in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or response-to-intervention (Rtl) documentation.

3. The student must be receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or Rtl documentation.

4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of services provided—accommodation logs, accommodation logs compared to classroom performance).

5. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, speech-language pathologist (SLP) or other service providers).

6. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision assistive technology services provided).

7. Even with direct instruction in all core academic areas (i.e., ELA, mathematics, social studies and science), the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, SLP or other service providers).

8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment;

Evidence of criteria will be provided through the student's attendance report.

9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment; and

Evidence of criteria will be provided through the teacher's certificate and teacher's attendance record.

10. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility).

Evidence of criteria will be provided through available evaluations, medical reports or screeners provided in the past.

11. The student has a most significant cognitive disability.

Section D: A student is not eligible to participate in the statewide, standardized alternate assessment if any of the following apply:

1. The student is identified as a student with a specific learning disability or as gifted;

Evidence of criteria will be provided through IEP and applicable evaluation results.

2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or

Evidence of criteria will be provided through IEP and applicable data.

3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Section 1008.22(3)(e), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complications subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.

Evidence of criteria will be provided through statewide standard assessment results, if applicable.

Section E: In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district will comply as follows:

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the FAA may be appropriate as defined in Rule 6A-1.0943(1)(f)1., F.A.C., will be identified through the following detailed procedure:

List the factors the school district will use to determine that a direct assessment of cognitive functioning is not achievable.

Item 1 Factors to determine an IQ score is not achievable

Check all that apply (at least one is required)

Child is not able to give a meaningful response as required by the test

Child is non-verbal and has no other effective communication method (e.g. does not know sign language, does not use an augmentative communication device, does not speak a different language, etc)

Child is not able to comprehend nor follow directions sufficiently to participate in the test (If the child comprehends well enough to complete the basal items on a majority of the test sections, then then test should be fully administered and scored)

Child is physically unable to perform actions required to participate in the test (e.g. look at materials, manipulate objects, indicate a choice, attend to or engage with tasks, etc.)

[History](#)

Describe the assessment process the school district will use to determine if a student has a most significant cognitive disability in the absence of reliable direct assessment of cognitive functioning.

Item 2: Assessment Process

Procedure:

1. After the school psychologist has made observations of the student, interviewed the teacher, and reviewed the cumulative file, they will select the most appropriate test for that student's strengths and needs. An attempt will be made to use a full battery assessment, while making direct observations and documenting the student's participation and performance. If the full battery cannot be completed, the school psychologist will use the factors above to determine that a direct assessment of cognitive functioning is not achievable.
2. The school psychologist will administer the Developmental Profile 4th Edition, or similar developmental evaluation, as appropriate. If a different instrument is used, both cognitive and adaptive domains should be included as components of the assessment.
3. The determining factor(s) from Item 1 above will be documented and reviewed by the staffing specialist for approval, prior to any change in placement or services.
4. IEP team decisions about eligibility, placement, and services will be made based on all of the information available about the child, their functioning abilities, strengths, and needs. Parent input is critical to these decisions.

[History](#)

Describe how the school district will train and monitor staff with compliance of the determination and assessment process.

Item 3 Training on Procedures

1. Professional development will be provided to school psychologists, staffing specialists, and other applicable team members through yearly trainings.
2. Training will focus on the items listed in Item #1 above, including fully defining, discussing, and reviewing each one. Training will include instruction in how to consider potential alternative test batteries, test methods, or child accommodations, which might allow the child to participate.
3. Training will be supported by disseminating copies of the policy and any relevant forms, to the appropriate school personnel and administrators.
4. Monitoring of compliance will be completed through the completion of the Assessment Review Committee Form, and through review of applicable documentation for assessment participation decisions at each IEP team meeting.

[History](#)