

2023-2024 Policies and Procedures: Citrus (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.)

The following district-wide assessments are administered to students on alternate achievement standards: iReady (for students in elementary schools), iXL (for secondary students on Access Points in all subjects), and Unique Learning System benchmark assessments and check points, and Goals Preferences Skills (GPS) benchmark assessments. The district does not use a portfolio as a corresponding district alternate assessment.

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

| 2.0

History

Mathematics

| 2.0

History

Science

| 2.2

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.)

All Florida students participate in the state's assessment and accountability system. The Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FAA is fully aligned to Florida's alternate academic achievement standards, otherwise known as Access Points. Access Points reflect the key concepts of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English language arts and mathematics and Florida's statewide standards for science and social studies. They ensure access to the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

To determine if a student will receive instruction in Access Points, the student's IEP team must review and discuss a variety of sources of information. A history of poor performance on state assessments or deficient reading scores in and of itself does not necessarily qualify a student as having a significant cognitive disability. Reliance on intelligence quotient (IQ) scores alone is not sufficient. Therefore, the IEP team should review available student information for evidence of a significant cognitive disability. Such information includes the following: psychological assessments, achievement test data, previous statewide assessment and district-wide test scores, aptitude tests, observations, attendance records, medical records, mental health assessments, adaptive behavior assessments, language assessments, curricular content, school history, and student response to instructional intervention. The general education curriculum is to be the first consideration for providing educational services to a student with a disability. A student's IEP team is responsible for determining whether the student with disabilities will be instructed in the general standards or Access Points and, subsequently, assessed through the administration of the general statewide, standardized assessment (with or without accommodations) or the alternate assessment aligned to alternate achievement standards.

The IEP team will also have to determine whether the student taking the FAA should participate in the FAA—Performance Task or FAA—Datafolio. The IEP team should consider the student's present level of educational performance in reference to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English language arts and mathematics and Florida's statewide standards for science and social studies. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations. To facilitate informed and equitable decision-making, the student's IEP team should answer each of the following questions (from the Florida Department of Education's Checklist for Course and Assessment Participation) when determining the appropriate course of instruction and assessment: 1. Does the student have a significant cognitive disability? 2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.? 3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings? If the IEP team determines that the responses to all three of the questions accurately characterize a student's current educational situation, then the student should be enrolled in access courses and the FAA should be used to provide meaningful evaluation of the student's current academic achievement.

Once the IEP team determines that a student will be instructed in Access Points and participate in the FAA, the next step is to determine the method by which the student will be assessed—via the FAA—Performance Task or FAA—Datafolio. The FAA—Datafolio is an alternate achievement standards-based assessment designed specifically for students with the most significant cognitive disabilities who have limited to no formal mode of communication.

If, after carefully reviewing the Checklist for Course and Assessment Participation, the IEP team determines that the most meaningful evaluation of the student's current academic achievement is through participation in the FAA, the IEP team should answer each of the following questions to determining how the student participates in the FSA: 1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers? 2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions? 3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)? 4. Has the student's previous performance on the FSA—Performance Task provided limited information and/or reflected limited growth within Level 1? If "NO" is selected for each of the first three questions, then the IEP team should conclude that the FAA—Performance Task is the more appropriate statewide assessment. If "YES" is selected for any of the first three questions and "YES" is selected for question 4 (when applicable*), then the IEP team should conclude that the FAA—Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement.

For a student in grade 3 or 4, or a student who does not have previous FAA—Performance Task scores, question 4 does not apply. It is the IEP team's decision based on the holistic view of the student as to which instruction and assessment method is most appropriate for each individual student. If the decision of the IEP team is that the student will participate in access courses

and be assessed through the FAA, the parents and/or guardians of the student must give signed consent to have their child instructed in Access Points and their child's achievement measured based on alternate academic achievement standards. This decision must be documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment.

If the parents fail to respond after reasonable efforts by the school district to obtain consent, the school district may provide instruction in the state standards Access Points curriculum and administer the FAA. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

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 addition to the high quality, research-based instructional programs used in classrooms, evidence suggests there are other reasons why the families of students with significant cognitive disabilities move to Citrus County from around the state and country. Parents consistently say that they relocate here for the services offered at the Key Training Center (the Key). The Key is our county's local ARC facility, serving over 300 clients and providing social services, an Adult Day Training (ADT) program, Community Based Employment and a full continuum of residential services. Residential services are community inclusive and are comprised of small group homes scattered throughout the community, specialized homes for behavior and intense medical needs, transitional apartments and supported community living. The ADT program provides meaningful day activities, volunteer and vocational opportunities in addition to classes scheduled at the local community college. The county is also home to a private, 48-bed, Intermediate Care Facility for the Developmentally Disabled (ICF/DD) which offers Medicaid funded housing, usually available without a long wait. Families enroll their children at our center school, Citrus Resources for Exceptional Students in Transition (CREST), because the Key has had a long-standing agreement with the school to accept CREST graduates without the student first having to be on a waiting list. This makes the transition to post-school living seamless for our students with significant cognitive disabilities. Families also cite our extensive support for their significantly cognitively disabled student who is seeking competitive employment. Job coaches provide job training in the community to students while the students remain in school (usually until age 22). Upon graduation, the significantly cognitively disabled student is able to take those skills into paid employment.

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

| 1.82

[History](#)

ELA Hispanic

| 1.21

[History](#)

ELA Asian or Pacific Islander

| 1.52

[History](#)

ELA White, non-Hispanic

| 0.69

[History](#)

ELA Economically Disadvantaged

| 1.29

[History](#)

ELA English Language Learner

| 0.28

History

Math American Indian or Alaskan Native

| 0

History

Math Black, non-Hispanic

| 2.23

History

Math Hispanic

| 1.06

History

Math Asian or Pacific Islander

| 1.34

History

Math White, non-Hispanic

| 0.68

History

Math Economically Disadvantaged

| 1.33

[History](#)

Math English Language Learner

| 0.27

[History](#)

Science American Indian or Alaskan Native

| 0

[History](#)

Science Black, non-Hispanic

| 1.83

[History](#)

Science Hispanic

| 1.09

[History](#)

Science Asian or Pacific Islander

| 0

[History](#)

Science White, non-Hispanic

| 0.71

History

Science Economically Disadvantaged

| 1.01

History

Science English Language Learner

| 0

History

Social Studies American Indian or Alaskan Native

| N = 0

History

Social Studies Black, non-Hispanic

| N = 6

History

Social Studies Hispanic

| N = 8

History

Social Studies Asian or Pacific Islander

N = 0

History

Social Studies White, non-Hispanic

N = 32

History

Social Studies Economically Disadvantaged

N = 26

History

Social Studies English Language Learner

N = 0

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.

There were no identified risk ratios at 3 or above in any area.

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 (RtI) 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 RtI 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.

In extraordinary circumstances when a direct assessment of cognitive functioning is not achievable, the district will make this determination based on the following:

- Individuals who have a combination of significant language impairments and/or significant motor impairments.
- Individuals who won't respond to requests/instruction (have not developed joint attention).
- Individuals who have multiple sensory impairments.

2.

3.

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.

The assessment process the district will use to determine if a student has a most significant cognitive disability in the absence of a reliable direct assessment of cognitive functioning is as follows:

- Begin with observation, review of records, and collaboration with individuals on the student's current capabilities.
- The assessment will include an evaluation of developmental and/or independent functioning skills.

3.

History

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

The district will train and monitor staff with compliance of the determination and assessment process as follows:

- Any individual who performs student evaluations for the purpose of determining initial ESE eligibility and all subsequent ESE re-evaluations, as well as all ESE Specialists will participate in targeted professional development.
- District based ESE personnel will monitor compliance twice yearly (Fall and Winter).

History