

2023-2024 Policies and Procedures: Clay (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.)

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

1.7

History

Mathematics

1.8

History

Science

2.1

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.)

The Clay County Exceptional Student Education (ESE) Department provides professional development and ongoing guidance to IEP teams outlining the specific procedures for determining the type of standards students with disabilities will receive instruction in and how they will participate in the statewide assessment system. First and foremost, the ESE department believes that all students should be academically challenged and taught to high standards, and the general education curriculum is to be the first consideration for providing educational services to a student with a disability. IEP teams are guided to carefully consider and remain cognizant that qualifying a student for standards based instruction via Florida Access Points can significantly impact the extent of a student's access to postsecondary opportunities. Most importantly, all IEP team decisions regarding which standards and methods of assessment are most meaningful and appropriate for each individual student should be based on the holistic view of the student and not on any one factor (i.e. type of exceptionality or level of academic performance). To determine if a student will receive instruction in Access Points, teams 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, IEP teams review all 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. IEP teams utilize an Access Point Course Decision Tree Flowchart to guide the decision making process. The flowchart is a visual outline of the process for determining instruction and assessment decisions for students with disabilities. IEP teams are encouraged to use this process in conjunction with their collaborative knowledge and established IEP practices to determine the most appropriate means of assessment. In addition to the flowchart, IEP teams work through a systematic process ensuring students meet the criteria required for participation in the statewide, standardized alternate assessment as per Rule 6A-1.0943(5), F.A.C. as a guide in the decision-making process to determine how a student with disabilities will be instructed and participate in the statewide, standardized assessment program. 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., is made by the IEP team and recorded on the IEP.

The district-specific criteria and procedures required for participation in the statewide, standardized alternate assessment as per Rule 6A-1.0943(5), F.A.C. are listed below in the section entitled, "Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities District-Specific Procedures" sections A-F.

If a student is determined eligible for participation in the Florida Alternate Assessment (FAA), the IEP team will determine how the student participates in the FAA (Performance Task or Datafolio Participation). During IEP team meetings when the FAA is being considered, the parents are provided with information to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process. In accordance with Rule 6A-6.0331(10)(b), F.A.C., 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 is documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment. In addition to the processes above, the ESE department developed and implemented an ongoing monitoring process to help ensure IEP teams are adhering to the criteria for participation in FAA, and to help ensure the data related to FAA is accurately reported in the district-wide student information system. Whenever an IEP team determines a student will participate in access courses and will be assessed through the FAA, an ESE specialist assigned to the school adds the student's name to a monitoring spreadsheet and reviews the student's IEP for accuracy. The ESE specialist verifies the student's exceptionality ensuring that students with a single exceptionality of, or a combination of, SLD, E/BD, or Speech/Language Impairment are not determined eligible for instruction in Access Points and assessment via FAA. Also, the ESE specialist reviews the IEP team's decision-making process to determine how a student will be instructed and participate in the statewide, standardized assessment program to ensure the student meets the specific criteria. The district crafted the spreadsheet to include the FAA items monitored by the FLDOE. For example, the count of students taking the FAA but not enrolled in access courses, the student's primary exceptionality, the count of students who have no ESE status, and the count of students with no reported indication the student has a cognitive disability. Furthermore, the ESE specialist ensures parent/guardian consent for instruction in the state standards access points curriculum and statewide, standardized alternate assessment is obtained. Once the data is confirmed, the ESE specialist ensures the student's ESE program data is entered correctly into the district's student information system. As errors are revealed (i.e., students don't meet the FAA criteria or have student data entry errors), corrections occur immediately. IEP meetings are conducted as applicable.

IEP teams and general education teachers work collaboratively to ensure the district and school-based personnel involved in evaluation activities and eligibility determination decisions remain cognizant of the cultural differences in students. The district's plan to continue to address areas of identified disproportionality and reduce the district's FAA participation percentage to less than 1% include several strategies which include: providing guidance to IEP teams/instructional personnel to engage in the decision making process for FAA based on qualitative data following prescribed procedures, educating parents to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process, continuing to implement district wide monitoring processes making improvements as needed based on data, increasing the number of students on access points/alternate assessment in the general education setting to the greatest extent possible, and supporting strategies that encourage or allow students to participate meaningfully in the general education curriculum and general assessment. Additionally, by providing professional development to teachers with an emphasis on learning how to differentiate instruction, provide instructional or assessment accommodations, and deliver specially designed instruction in the general education setting. Furthermore, by providing teachers and school personnel strategies for cultural awareness/competence, and continue to reinforce practices that ensure students are evaluated with objectivity and without bias while remaining sensitive to cultural differences.

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).

The first step in identifying circumstances within the district that may contribute to a higher enrollment in FAA is to ensure that all schools continue to place a heightened emphasis on data monitoring and implementing best practices (described previously) for determining which students will be assessed using the FAA. The school district identified specific programs that may contribute to a higher enrollment of SWDs assessed through the FAA. The United States Navy has designated the Jacksonville Navy base as one of the homestead sites that provides unique assistance to families who have children with significant special needs. Active duty members can request to be assigned to the Jacksonville base in order to obtain special needs educational services for their children. Due to an excellent educational reputation, many of these families choose to reside in Clay County and enroll their children with significant special needs in Clay County District Schools Another factor contributing to a higher number of students assessed through the FAA is Clay County is the site for nine group home companies that provide residential care for students with significant cognitive disabilities and significant behavioral challenges. As the district engages in and strengthens the processes previously discussed, it's important to note that the greatest reduction of student participation in the FAA can be realized through a collaborative, intentional, district wide effort to expand inclusion opportunities for students with significant cognitive disabilities. Schools are working to support these students in the general education setting with the goal of enabling the students to access and participate meaningfully in the general education curriculum and assessments to the greatest extent possible. ESE students receive a combination of specially designed instruction and ESE services and curriculum, environmental, and/or assessment accommodations as determined by the IEP team according to their individualized needs. As this district wide initiative expands and students grow and flourish over time, the district hopes to reduce the number of students participating in the access points curriculum and alternate assessment.

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

1.61

History

ELA Hispanic

| 0.86

[History](#)

ELA Asian or Pacific Islander

| 1.13 & 0.84 respectively

[History](#)

ELA White, non-Hispanic

| 0.80

[History](#)

ELA Economically Disadvantaged

| 1.66

[History](#)

ELA English Language Learner

| 0.84

[History](#)

Math American Indian or Alaskan Native

| 1.40

[History](#)

Math Black, non-Hispanic

| 1.52

History

Math Hispanic

| 0.80

History

Math Asian or Pacific Islander

| 1.67 & 1.75 respectively

History

Math White, non-Hispanic

| 0.80

History

Math Economically Disadvantaged

| 1.80

History

Math English Language Learner

| 0.60

History

Science American Indian or Alaskan Native

| 2.95

[History](#)

Science Black, non-Hispanic

| 1.84

[History](#)

Science Hispanic

| 0.63

[History](#)

Science Asian or Pacific Islander

| 0.25 & 1.76 respectively

[History](#)

Science White, non-Hispanic

| 0.82

[History](#)

Science Economically Disadvantaged

| 1.72

[History](#)

Science English Language Learner

| 0.60

History

Social Studies American Indian or Alaskan Native

| N/A

History

Social Studies Black, non-Hispanic

| N/A

History

Social Studies Hispanic

| N/A

History

Social Studies Asian or Pacific Islander

| N/A

History

Social Studies White, non-Hispanic

| N/A

History

Social Studies Economically Disadvantaged

N/A

History

Social Studies English Language Learner

N/A

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.

The district does not have any risk ratios of 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 (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.

The district will use the following factors or characteristics to determine that a direct assessment of cognitive functioning is not achievable. It is important to note that any one factor or characteristic will not be used in isolation. The determination would include any documented sensory or motor deficits and/or several of the characteristics below:

- The student is unable to attend visually to presented stimulus materials
- The student is unable to answer questions both verbally and nonverbally, even after repetition, modeling, and reteaching where allowable
- The student is unable to sit for an evaluation due to extremely elevated level of activity
- The student is unable to successfully complete sample/teaching items
- The student is not able to demonstrate an understanding of the directions/task demands
- The student is unable to demonstrate prerequisite skills such as pointing and matching
- The student is unable to use manipulatives in a functional manner

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.

When an IQ score cannot be obtained (after all reasonable attempts have been made, both with a traditional assessment and a nonverbal assessment), then a developmental assessment, such as the Battelle Developmental Inventory (birth-7:11), the Developmental Profile (birth-21), or the Developmental Assessment for Individuals with Severe Disabilities (6 months-adulthood) will be administered. For all of these assessments, input will be obtained from at least two different informants (at least one of which needs to be a parent/guardian so as to obtain a level of functioning across settings).

History

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

All school psychologists, ESE specialists, and appropriate school-based staff will be trained to identify the characteristics or factors that determine that a direct assessment of cognitive functioning is not achievable. The training will also focus on the assessment and monitoring processes 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.

The district has a district review committee that provides guidance, support, and accountability to school-based teams related to the criteria required for participation in the statewide, standardized alternate assessment including assessment procedures to address the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable for a student.

Once a student is identified as needing an alternate means to obtain an IQ score, the student's name is submitted to the district review committee. The district review committee is comprised of a variety of ESE curriculum specialists and school psychologists who meet on a regular basis to review student specific data and provide ongoing training, guidance, and monitoring to the teams that work with the students. As part of the procedures, school-based teams, school psychologists, and ESE specialists utilize a decision tree to identify students, determine the appropriate assessment(s), collect/analyze pertinent data, and share the data with the district review team.

Each time the assessment process is completed for a student, the district team and appropriate school-based staff will review and assess the efficacy of the process. Ongoing improvements and revisions will be implemented as needed.

[History](#)