

2023-2024 Policies and Procedures: Collier (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 District administers quarterly benchmark assessments for students on the general curriculum. These assessments are not administered to students instructed via AA-AAAS alternate achievement standards. The District utilizes the checkpoints from the Unique Learning System for students in grades 6-12 as the corresponding district alternate assessment and benchmark assessments from Teachtown enCORE supplemental instructional resource for grades K-5. The Unique Learning System is a standards-based supplemental material aligned to the Alternate Academic Achievement Standards. The Unique Learning System unit lesson plans define three levels of differentiated tasks that accommodate the diversity of learners with significant cognitive disabilities. The Unique Benchmarking Assessments measure skills in ELA, math, science and social studies. Unique's Unit Checkpoints use a pre- and post- assessment taken from before and after instruction to ensure mastery of the standards. Teachtown enCORE enCORE is a standards-based, adapted core curriculum based on Applied Behavior Analysis (ABA) that provides students with moderate and severe disabilities access to the general education curriculum. enCORE is designed to utilize adapted grade-aligned content, high-quality, differentiated literature and integrated technology for teaching children with autism, as well as other intellectual and developmental disabilities. It gives students with autism and other intellectual and developmental disabilities access to high quality, differentiated literature, integrates technology and has an ELA domain based specifically on reading. TeachTown Benchmark Assessments include 190 assessments (average 10-15 items each) across ELA, Math, & Early Learning skills in enCORE that have been designed to monitor your students' progress on an individual skill over time and show growth.

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

| 1.8%

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.)

Training is provided annually to all ESE Program Specialists regarding guiding IEP teams on determining if a student is a student with the most significant cognitive disability and which state assessment is appropriate using guiding questions in the Participation in State and District-Wide Assessments step in the Collier IEP Event 2.0 School and District level data related to percentage of students taking the alternate assessment are shared with building level ESE Program Specialists so that problem solving may occur at the building and District level. An ESE Coordinator performs an annual review of all student scores for students participating in the Florida Alternate Assessment (FAA) to identify students scoring at the highest level of proficiency in all tested areas. Students identified are referred to the school based team for problem solving and next steps. For students initially eligible for instruction via AA-AAAS, the district has compiled an Initial Consideration for Access Points Case Review Committee consisting of psychologists, Speech Language Pathologists, ESE Program Specialists, principals and district ESE Coordinators to review student record to ensure that all components outlined in Rule 6A-1.0943(5), F.A.C. are met. The Case Review Team meets with school teams to discuss the most recent psychological evaluation, MTSS data, IEP progress reports, student attendance, teacher attendance, teacher certification, the implementation of assistive technology and reviews the effectiveness of supplemental aids and services as part of the review process. Final decisions regarding instruction in AA-AAAS are made by the IEP team.

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 District has identified a trend of families relocating to Collier County specifically for the special programs offered through the school District. For example, during the 2023-2024 school year, 9 students transferred to Collier County into one of the special class programs for students instructed via AA-AAAS. These are students who were identified and found eligible prior to enrolling in CCPS. In addition, Collier County has seen a general increase in immigration from low income countries with statistically higher rates of children born with or developing in early childhood a cognitive impairment. Access to prenatal care, exposure to infectious and communicable diseases, and other environmental factors lead to an increased risk of cognitive impairment in these countries.

History

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

ELA American Indian or Alaskan Native

| 1.000519913

[History](#)

ELA Black, non-Hispanic

| 1.538153502

[History](#)

ELA Hispanic

| 1.360596808

[History](#)

ELA Asian or Pacific Islander

| 0.404399171

[History](#)

ELA White, non-Hispanic

| 0.587163327

[History](#)

ELA Economically Disadvantaged

| 2.174288

[History](#)

ELA English Language Learner

| 0.518689691

History

Math American Indian or Alaskan Native

| 1.867897727

History

Math Black, non-Hispanic

| 1.554623496

History

Math Hispanic

| 1.241520863

History

Math Asian or Pacific Islander

| 0.401302915

History

Math White, non-Hispanic

| 0.646563184

History

Math Economically Disadvantaged

| 1.982619271

[History](#)

Math English Language Learner

| 0.456462486

[History](#)

Science American Indian or Alaskan Native

| 3.677997632

[History](#)

Science Black, non-Hispanic

| 1.511300567

[History](#)

Science Hispanic

| 1.304458445

[History](#)

Science Asian or Pacific Islander

| 0.586990403

[History](#)

Science White, non-Hispanic

0.593128385

History

Science Economically Disadvantaged

2.951222291

History

Science English Language Learner

0.486453396

History

Social Studies American Indian or Alaskan Native

0

History

Social Studies Black, non-Hispanic

0.98847262

History

Social Studies Hispanic

0.98957055

History

Social Studies Asian or Pacific Islander

| 0

History

Social Studies White, non-Hispanic

| 0.99447514

History

Social Studies Economically Disadvantaged

| 0.9856864

History

Social Studies English Language Learner

| 0.95238095

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.

Currently the only area in which the District has an identified risk ratio of 3 or higher is in the area of Science for the American Indian or Native Alaskan subgroup. However, this ratio is due to the fact that the total number of students in the district taking a science assessment is 27, and 2 of those students participated in the alternate assessment. However, to address disproportionality, the District has established a work group composed of District and building staff to review current students identified with the most significant cognitive disability instructed via AA-AAAS who are taking the alternate assessment and who are being considered for initial placement into Access courses. The work group will meet regularly to review existing and referred students to ensure they meet state criteria and guidelines. When reviewing existing students and students initially referred who will be instructed via AA-AAAS and taking the alternative assessment, the work group will review the following for alignment:

- Evaluation Summary Report, to minimally include the following: Assessment of Cognitive, Adaptive, Academic Skills
- Work samples/classroom based measurement
- Past performance on district and state assessments
- Social History

During these review meetings, the work group will review students participating in the FAA by content area, school, primary eligibility, race, ethnicity, and gender to identify and address any patterns of disproportionality by subgroup. In addition, the work group will provide technical assistance to school teams to ensure that school teams are following best practices. For students initially eligible for instruction via AA-AAAS, the district has compiled an Initial Consideration for Access Points Case Review Committee consisting of psychologists, Speech Language Pathologists, ESE Program Specialists, principals and district ESE Coordinators to review student record to ensure that all components outlined in Rule 6A-1.0943(5), F.A.C. are met. Final determination for instruction in AA-AAAS is made by the IEP team. The District has seen a strategic and intentional increase of students on AA-AAAS being served in the general education classroom. Training will be provided to ESE Program Specialists annually on requirements for participation in the FAA .

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.

In order to determine that direct assessment of cognitive functioning is not achievable the following will be met:

- i. More than one attempt will be made on more than one day to complete direct assessment of cognitive functioning.
- ii. Presence of significant sensory impairment or language impairment consistent with eligibility category documented within evaluation team report.
- iii. Documented direct assessment attempts with consideration for cultural, linguistic and/or communication needs.
- iv. Inability to accurately compute an index score will reflect the guidance of the test publisher.

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 a reliable direct assessment is unable to be obtained the following process will be followed:

1. Team will utilize a developmental profile tool that yields a cognitive estimate based on observations of trained examiners and adults familiar with the student.
2. All assessments are included in the evaluation team report. Evaluation team report will include additional assessment data including, but not limited to, adaptive behavior, academic skills and communication skills in making the determination of a most significant cognitive disability.

History

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

In order to train staff related to Section A procedures steps (1) through (2), the District will:

1. Provide initial and ongoing training and supervision to all staff involved in the assessment of students for determining eligibility.
2. In order to monitor compliance related to Section A procedures steps (1) through (2), the district will:
 - a. Establish a multi-disciplinary case review team to review results for compliance with above procedure. The multi-disciplinary case review team will review each student file that is considered for initial eligibility for alternative standards to ensure fidelity of the process.

History