

2023-2024 Policies and Procedures: Duval (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.)

Districtwide Assessment: Corresponding Alternate Assessment: District End of Course Exams District Access Point End of Course Exams i-Ready Diagnostic Reading/Math Gr. 1-2 ULS Monthly Checkpoints Waterford Reading/Math Gr. Kg. ULS Monthly Checkpoints Star ELA/Math Gr. 3-5 ULS Monthly Checkpoints Edmentum (6 - 11) ULS Monthly Checkpoints District Baseline District Access Baseline & Participatory Level Access (PLA) Baseline and Post Assessments

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

| 1.9

History

Mathematics

| 2.1

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.)

When FAA is being considered for the first time, school staff complete the *Initial Consideration for Access Points School Checklist* and collect documentation to verify all of the criteria, as indicated above, has been met. The school psychologist also completes the *Initial Consideration for Access Points - School Psychologist Checklist* to ensure the student's assessed IQ reflects a significant cognitive disability. The criteria is also included on the Assessment Page of the IEP for final verification the student has met the required criteria.

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).

Jacksonville is designated as one of the five (5) cities with a Naval Hospital that meets the Exceptional Family Member Program (EFMP) requirements. Through the EFMP, military families can request placement in Jacksonville if a family member has multiple/severe disabilities or medical problems, or highly complex educational requirements. The district also has four (4) center schools which serve students from surrounding counties whose families are military. The district also serves students placed at Brooks Rehabilitation Hospital, Nemours Specialty Clinic and Wolfson Children's Hospital for acute medical needs. The district also has a multi-district agreement with Baker County to serve students requiring an exceptional student center school placement.

History

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

ELA American Indian or Alaskan Native

.292115124

History

ELA Black, non-Hispanic

1.637419542

History

ELA Hispanic

.714842161

History

ELA Asian or Pacific Islander

ASIAN .745519639 PI .461536544

History

ELA White, non-Hispanic

.802761128

History

ELA Economically Disadvantaged

1.227865049

History

ELA English Language Learner

.253411162

History

Math American Indian or Alaskan Native

.295429688

History

Math Black, non-Hispanic

1.593054551

History

Math Hispanic

.708855675

History

Math Asian or Pacific Islander

ASIAN .803311617 PI .483212868

History

Math White, non-Hispanic

.794683409

History

Math Economically Disadvantaged

1.101580239

History

Math English Language Learner

.238359712

History

Science American Indian or Alaskan Native

.417090803

History

Science Black, non-Hispanic

| 1.68116892

History

Science Hispanic

| .613821786

History

Science Asian or Pacific Islander

| ASIAN .629191585 PI 0

History

Science White, non-Hispanic

| .863297689

History

Science Economically Disadvantaged

| 1.393761197

History

Science English Language Learner

| .180310859

History

Social Studies American Indian or Alaskan Native

NA

History

Social Studies Black, non-Hispanic

NA

History

Social Studies Hispanic

NA

History

Social Studies Asian or Pacific Islander

NA

History

Social Studies White, non-Hispanic

NA

History

Social Studies Economically Disadvantaged

NA

History

Social Studies English Language Learner

NA

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.

N/A

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 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.

The school psychologist will document direct observations of the student's sensory, motor, and/or language abilities, specifically as they relate to necessary prerequisite skills for cognitive assessment (e.g. pointing, joint attention, eye gaze, response to verbal requests, and/or sensory/motor impairments). The school psychologist will attempt to administer the most appropriate standardized IQ assessment based on direct observation of the student's abilities and document any student responses. In circumstances where a standard IQ assessment is attempted, but results are unable to be obtained due to the severe nature of a student's sensory, motor, language, and/or cognitive impairments, the alternate procedure will be utilized.

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.

If the school psychologist is able to obtain an alternate IQ composite and it is deemed the most appropriate measure of cognitive function, the alternate composite will be reported and documented as such in the evaluation report (e.g., Nonverbal Index). If the school psychologist is unable to obtain a standard score after attempting the cognitive assessment, he/she will conduct a standardized developmental assessment utilizing input from a variety of sources. A global developmental quotient and cognitive domain standard score will be reported in the evaluation report as the best indicator of overall cognitive ability. The IEP team will use the available developmental scores along with standard measures of adaptive behavior to determine if a most significant cognitive disability exists.

History

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

Written guidance will be provided to district and school staff annually. School psychologists administering cognitive assessments will receive direct training in the following: 1) compliance with all procedures when a global, full-scale IQ score is unattainable and; 2) the selection and administration of appropriate assessments. Individual support will be provided to evaluators and school teams as needed. A review and compliance check will be completed by district staff prior to determining a student has a significant cognitive disability. To monitor compliance, the Supervisor of School Psychological Services will review all cases in which the alternate procedure is implemented.

History