

2023-2024 Policies and Procedures: Gilchrist (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 Gilchrist County School District uses the following assessments to determine achievement levels and to monitor student growth and progress:

Grades K-8: i-Ready Diagnostic Assessments are utilized as a district-wide assessment and as corresponding alternate assessment. i-Ready provides insights into a student's strengths and weaknesses in reading and math, identifying areas of additional support. It is administered online in an adaptive format, covering reading and math skills, and provides detailed reports for educators.

Grades 9-12: Achieve 3000 for all students as appropriate (both Access and general education standards)

Corresponding Alternate Assessments

Brigance Early Childhood Developmental Inventory (ECDI): This instrument assesses the developmental skills of children ages birth to 7-8, identifying developmental delays or areas needing support. It is administered through observation, interviews, and direct interaction and covers various domains of development, providing insights into a child's progress.

The Brigance Inventory of Basic Skills II assesses the academic skills of students in grades K-9. It identifies strengths and weaknesses in various academic areas including reading, math, and written and oral language skills. Administered through paper-and-pencil tasks, it provides valuable information about students' academic abilities.

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

1.5

History

Mathematics

1.5

History

Science

1.7

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.)

School LEA representatives are instructed to contact district Special Programs personnel prior to scheduling a meeting to discuss alternate assessment. District personnel will review the student's records (assessment data, progress monitoring data, teacher observations/input) and classroom performance to advise whether or not the student meets eligibility criteria for alternate assessment.

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).

Students will participate in assessment through the Florida Standards Alternate Assessment (FSAA) if the student has a significant cognitive disability and even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials the student requires modifications to the grade-level general state content standards. The IEP team has high expectations for all students with disabilities, as well as those students with the most significant cognitive disabilities. The district currently has 27 students participating in the FSAA. Several of these students included in this count have moved in from surrounding districts and were already correctly placed in ACCESS courses and scheduled to take FSAA. All of the students that are currently taking the FSAA for the Gilchrist County School District are correctly placed and qualified per their disability. We as a district currently have 0 students who do not or would not properly qualify for FSAA.

According to the FDLE Gilchrist Annual Crime Report Abstract for 2019 and the 2019 Gilchrist Adult Arrest Report by Gender and Offense; <https://www.fdle.state.fl.us/FSAC/County-Profiles/Gilchrist.aspx> 2019: 506 arrests in Gilchrist County. 101 (70 male/31 female) were drug-related. According to the most recent Florida Department of Health in Gilchrist County Community Health Needs: http://www.floridahealth.gov/provider-and-partner-resources/community-partnerships/floridamapp/state-and-community-reports/gilchrist-county/_documents/Gilchrist_CHA3.pdf, Gilchrist County has many deficits in the availability of health care providers and resources. The shortage areas are defined in three categories: primary care, dental health, and mental health. Health disparities for Gilchrist County were described as Poverty, Mortality, and Maternal and Child Health. According to data from the United States Census Bureau and Poverty Estimates, the poverty rate for all individuals was higher in Gilchrist County than the state of Florida in 2015. While the state rate was 15.8 percent, the rate in Gilchrist County was 19.2 percent. With regard to children living in poverty, the rates for Gilchrist County were higher than the state rate at 29.5 percent. Gilchrist County School District is considering these statistics as possible contributors to the number of students enrolled with the most significant cognitive disabilities.

History

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

ELA American Indian or Alaskan Native

35.72

History

ELA Black, non-Hispanic

| 2.32

[History](#)

ELA Hispanic

| 0.6542

[History](#)

ELA Asian or Pacific Islander

| 0

[History](#)

ELA White, non-Hispanic

| 0.7516

[History](#)

ELA Economically Disadvantaged

| 2.93

[History](#)

ELA English Language Learner

| 0

[History](#)

Math American Indian or Alaskan Native

33.84

[History](#)

Math Black, non-Hispanic

3.4

[History](#)

Math Hispanic

0.6482

[History](#)

Math Asian or Pacific Islander

0

[History](#)

Math White, non-Hispanic

0.6196

[History](#)

Math Economically Disadvantaged

1.81

[History](#)

Math English Language Learner

| 0

History

Science American Indian or Alaskan Native

| 67.625

History

Science Black, non-Hispanic

| 0

History

Science Hispanic

| 0

History

Science Asian or Pacific Islander

| 0

History

Science White, non-Hispanic

| 2.107

History

Science Economically Disadvantaged

| 1.73

History

Science English Language Learner

| 0

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.

To address the areas of disproportionality, a task force consisting of the school psychologist, ESE Director, and Staffing Specialist will be developed. The current methods of identifying students that we suspect require a modified curriculum and assessment to ensure that our rubrics are culturally sensitive and unbiased and that all assessment protocols are being followed with fidelity. Following the analysis of our current protocols professional development will be provided to all ESE teachers to ensure students are provided intervention and evaluations with objectivity and without bias.

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 psychologist will attempt to administer a standardized assessment. If the student cannot participate in the direct assessment, attempts will be documented, along with the instrument attempted. Examples of student factors that would made the direct assessment not achievable would include a student who does not participate in non-preferred activities, may have significant sensory, vision, or communication issues, or engages in self-stimulatory behaviors.

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.

A minimum of two cognitive developmental assessments will be given that provide a cognitive age-equivalent. The two assessments will be administered by the school psychologist with input provided by a teacher(s) and/or parent interview, a formal observation and/or indirect, informal assessment. The students developmental age-equivalents will fall at or below 40% of their chronological age to meet requirements. Decisions regarding eligibility for students with significant cognitive disabilities will not be determined unless the school psychologist is present.

History

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

The school psychologist will stay current and attend trainings on assessments that may meet the requirements for procedures listed in the second question. Monitoring of each extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable will be reviewed for compliance through an indirect method by the ESE Director.

History