

## 2023-2024 Policies and Procedures: Hillsborough (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 not routinely and uniformly administered to students on alternate achievement standards:

- PM1: Algebra 1, Biology 1, Civics, Geometry, US History, Grade 5 Science and Grade 8 Science
- PM2: Grade 6-12 Semester Exams; Algebra 1, Biology 1, Civics, Geometry, US History, Grade 5 Science and Grade 8 Science
- PM3: Grades 1-5 Dance, Music, PE and Art; Grades 3 and 4 Science; Grades 6-12 Semester Exams
- Grade 3 Portfolio Assessments

For students on alternate achievement standards (Access Points Curriculum), in addition to the Florida Standards Alternate Assessment, the district administers targeted subtests of the Brigance, when applicable, in lieu of national norm-referenced test(s) for students in grades kindergarten through grade 2 and for high school students in lieu of course exams, when administered as district-wide 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**

| 1.6%

History

**Mathematics**

| 1.8%

History

**Science**

| 1.6%

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.)**

District wide training has been held for sites to understand the specific criteria for the determination of whether a student with a disability meets criteria for participation in the alternate assessment. District Resource Teacher who has responsibility for District oversight of participation in the Florida Alternate Assessment (FAA) reviews each student eligible to sit for FAA to ensure students have met cognitive criteria, meets 2 FTE period criteria, and that each student has an appropriate (allowable) area of eligibility.

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).**

Hillsborough County Public Schools (HCPS) is considered an attractor district. MacDill Air Force Base is located in Hillsborough County and military families request to come here due medical care in the area and the available educational opportunities. Additionally, All Children's Hospital is across the bay making Hillsborough County a convenient location to live for many families who have children who have intensive medical needs/ and/or are medically fragile. Further, HCPS offers a full continuum of service delivery options that address student's individual educational needs.

History

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

**ELA American Indian or Alaskan Native**

0.557

History

**ELA Black, non-Hispanic**

| 1.638

[History](#)

**ELA Hispanic**

| 1.079

[History](#)

**ELA Asian or Pacific Islander**

| ELA Asian .829 and Pacific Islander .797

[History](#)

**ELA White, non-Hispanic**

| 0.58

[History](#)

**ELA Economically Disadvantaged**

| 1.492

[History](#)

**ELA English Language Learner**

| 0.427

[History](#)

**Math American Indian or Alaskan Native**

| 0.528

[History](#)

**Math Black, non-Hispanic**

| 1.555

[History](#)

**Math Hispanic**

| 1.064

[History](#)

**Math Asian or Pacific Islander**

| Math Asian .827 Math Pacific Islander .792

[History](#)

**Math White, non-Hispanic**

| 0.627

[History](#)

**Math Economically Disadvantaged**

| 1.361

[History](#)

**Math English Language Learner**

| 0.387

History

**Science American Indian or Alaskan Native**

| 1.507

History

**Science Black, non-Hispanic**

| 1.751

History

**Science Hispanic**

| 1.110

History

**Science Asian or Pacific Islander**

| Science Asian .836 Science Pacific Islander 0

History

**Science White, non-Hispanic**

| 0.538

History

**Science Economically Disadvantaged**

| 1.488

[History](#)

**Science English Language Learner**

| 0.399

[History](#)

**Social Studies American Indian or Alaskan Native**

| This information was not reported in the State's FAA data table

[History](#)

**Social Studies Black, non-Hispanic**

| This information was not reported in the State's FAA data table

[History](#)

**Social Studies Hispanic**

| This information was not reported in the State's FAA data table

[History](#)

**Social Studies Asian or Pacific Islander**

| This information was not reported in the State's FAA data table

[History](#)

**Social Studies White, non-Hispanic**

This information was not reported in the State's FAA data table

[History](#)

**Social Studies Economically Disadvantaged**

This information was not reported in the State's FAA data table

[History](#)

**Social Studies English Language Learner**

This information was not reported in the State's FAA data table

[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.**

Not applicable.

[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 student is unable to actively participate (i.e., provide answers either through verbalizations or pointing) and cannot be conditioned to answer sample items after multiple attempts to train them on a broad, standardized measure of intellectual functioning. This excludes students who willfully will not participate in the assessment due to defiant, aggressive, or non-compliant behaviors.

School psychologist is expected to choose instrument(s) that are sensitive to the student's cultural background.

School psychologist is expected to choose instrument(s) that are sensitive to the student's physical/sensory impairments (e.g., visually impaired; Deaf/hard-of-hearing; physical, motor, or dexterity limitations).

School psychologist is expected to choose instrument(s) that are sensitive to the student's linguistic background. In the case of English Language Learners, the school psychologist is expected to consult a member of the Psychological Services bilingual team and/or a departmental administrator for guidance regarding selection of assessment instruments and need for an interpreter.

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 a measure of intellectual functioning is attempted and not obtainable (see above), multiple measures will be used, which may include the following:

- Well documented behavioral observations, detailed in the psychoeducational evaluation report, support that a standardized intellectual assessment was not able to be completed.
- Observation of the child by an evaluation team member in the child's typical learning environment
- Developmental and adaptive ratings scale, from multiple respondents who observe the student in multiple settings, support a significant cognitive disability
- A social developmental history report, which documents factors that support a significant cognitive disability
- Additional evaluations and observations from other evaluators (e.g., speech/language pathologist, occupational therapist, physical therapist) support a significant cognitive disability

History

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

Evaluators (e.g., school psychologists, school social workers, special education teachers) will receive training in appropriate assessments.

The district SP&P and relevant special education manual(s) will reflect practice updates.

Principals will be notified in writing and trained in the new procedures.

Additional school personnel (e.g., special education teachers, evaluators, staffing specialists) will be trained in the new procedures.

A district-based, multidisciplinary team of educators will review evaluation information and ensure that site-based individual education teams have complied with procedures established by the district.

History