

2023-2024 Policies and Procedures: Lake (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.)

Students on the alternate achievement standards are assessed using the Benchmark Assessments available through the Unique Learning System. The benchmark assessments are given to students K-12 to gather baseline data and then to monitor growth over a period of time toward standard-based learning. The results are used to determine the skills to be tracked for each individual learner.

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

| 2.0

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.)

As a result of the district being over the 1% for the FAA, the district personnel developed and implemented the use of the Consideration for Access Points Instruction and Florida Alternate Assessment form to be used as a formal document to provide IEP teams a focal point for their discussion concerning qualifying a student for alternate achievement and assessment standards. The Consideration for Access Points Instruction and Florida Alternate Assessment document is completed by the school team (ESE School Specialist, teacher(s), related service providers, and, if appropriate, the psychologist and social worker) prior to the IEP meeting in which the team is considering the initial qualification of a student for instruction on the alternate achievement standards and the alternate assessment (Access Points and FAA). Documentation of information requested: 1. Description of the student's substantial limitations in the following areas and documentation to support the information: Curriculum/Learning, Social/Emotional, Independent Functioning, Communication, Community/Employment Evaluation data to include; recent psychoeducational evaluation (cognitive/intellectual scores and achievement), adaptive behavior evaluation, and any recent assessments. Interventions and services provided to the student to support them with acquiring skills in the General Education setting and the outcome. 2. The Consideration for Access Points Instruction and Florida Alternate Assessment form completed for all initial placements/considerations. The completed form is submitted to the Program Specialists for InD and ASD prior to the scheduled IEP meeting. The Program Specialists and the Staffing Specialist from the school will review the form and provide feedback to the ESE School Specialist at the school. The feedback can then be used to guide the IEP team in their discussion during the IEP meeting. 3. The Consideration for Access Points Instruction and Florida Alternate Assessment form is completed at each annual review for students currently identified on Access Points and FAA to document the appropriateness of instruction on alternate achievement and assessment standards (Access Points and FAA).

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's enrollment of students taking the FAA has steadily increased along with the total enrollment of students with disabilities in the district. Lake County's percentage is higher than the state percentage. Lake County has three separate school settings that provide supports to students with significant cognitive disabilities. The number of students enrolled in these schools contributes to the overall percentage of students taking the FAA. The Lake County School District has a special day school, Lake Hills, that serves 220 students with significant cognitive disabilities. Lake Hills School serves students with disabilities 3-22 years of age. The student population at Lake Hills is currently 220 with 133 (60%) of the students assessed using the Florida Alternate Assessment. During the 2022-2023 school year, 468 students were assessed with 109 of those students being from Lake Hills which accounts for 23% of the assessed population. The percentage of students assessed from Lake Hills continues to grow each school year resulting in an overall increase in the percentage assessed through FAA. The Academy of Lake Hills South is an alternative setting serving only students with disabilities. In the 2022-23 school year, 25% of the student population took the FAA. Prescribed Pediatric Extended Care (PPEC) serves our students with the most significant cognitive and medical needs. The students at PPEC receive Hospital/Homebound services offered through the district. Typically, the Hospital/Homebound teacher serves 5-10 students in grades K-12. In 2018-19, 2 of the 5 students served were assessed with the FSAA giving them 40% students tested.

History

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

ELA American Indian or Alaskan Native

0.418

History

ELA Black, non-Hispanic

1.89

History

ELA Hispanic

| 0.862

[History](#)

ELA Asian or Pacific Islander

| 1.256

[History](#)

ELA White, non-Hispanic

| 0.727

[History](#)

ELA Economically Disadvantaged

| 1.498

[History](#)

ELA English Language Learner

| 0.379

[History](#)

Math American Indian or Alaskan Native

| 0

[History](#)

Math Black, non-Hispanic

| 1.730

History

Math Hispanic

| 0.836

History

Math Asian or Pacific Islander

| 1.295

History

Math White, non-Hispanic

| 0.778

History

Math Economically Disadvantaged

| 1.395

History

Math English Language Learner

| 0.322

History

Science American Indian or Alaskan Native

| 0

[History](#)

Science Black, non-Hispanic

| 1.777

[History](#)

Science Hispanic

| 0.755

[History](#)

Science Asian or Pacific Islander

| 0.818

[History](#)

Science White, non-Hispanic

| 0.854

[History](#)

Science Economically Disadvantaged

| 1.285

[History](#)

Science English Language Learner

| 0.350

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.

Based on the most recent LEA Profile, the district does not have any areas of disproportionately.

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.

A district school psychologist will attempt to assess utilizing a standardized direct assessment of cognitive functioning, including a non-verbal IQ. These attempts will be documented and included in the final psychoeducational evaluation report. In addition to these attempts, a team of evaluators, including the school psychologists will identify, by thoroughly reviewing the student's cognitive and adaptive functioning, diagnostic information, parent input, and academic performance data, additional evidence that indicates a direct assessment of cognitive functioning is not achievable.

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 direct assessment of cognitive functioning is not achievable, the district will complete the Developmental Profile 4 (DP-4). The DP-4 measures development across five key areas: Physical, Adaptive Behavior, Social-Emotional, Cognitive, and Communication. Each area represents a separate scale, and all five scales can be combined to create a general composite score called the General Development Score. The DP-4 is administered as a direct interview of a parent or caregiver. The general composite score along with other data including an adaptive assessment, achievement measures, language assessments, parent interview(s), teacher interview(s), and direct observation(s) will be used to determine if a student has a most significant disability.

History

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

School Psychologists and Social Workers meet monthly for professional learning opportunities, that include review of procedures and best practices related assessing students for consideration of the Florida Alternate Achievement Standards and Florida Alternate Assessment. This process is monitored through the Considerations of Florida Alternative Achievement Standards process.

History