

2023-2024 Policies and Procedures: Leon (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 Florida Assessment of Student Thinking (FAST), grades 3-8 ELA Reading, Grades 3-8 Math.

The Florida Statewide Science Assessment, Grades 5 and 8.

End of Course (EOC) Assessments: Students in any grade completing courses in Algebra 1, Geometry, Biology 1, U.S. History, or Civics (or equivalent courses)

Florida Civic Literacy Exam (FCLE): The FCLE measures civic literacy competency for students completing a U.S. Government course

The Florida Alternate Assessment (FAA) grades 3-8 ELA Reading, Grades 3-8 Math, and Grades 5 and 8 Science.

The FAA—Datafolio, grades 3-8, ELA Reading, grades 3-8 Math, and grades 5 and 8 Science, and Civics and US History. The Datafolio process assesses the educational performance and growth of students through the teacher collecting student work across three specific collection periods throughout the year which are in conjunction with the administration schedule of the FAST and FAA. This assessment is designed to show how each individual student progresses on a continuum of access toward academic content. The FAA—Datafolio Achievement Level Descriptions (ALDs) provide performance expectations through demonstration of progress shown toward the level of assistance (LOA) goal that is expected in a particular achievement level. The teacher sets the LOA goal individually for each student at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed, and, for each activity, the teacher documents the assistance provided and the student's accuracy. The information in the content-specific descriptions is tailored to include the Benchmarks for Excellent Student Thinking Access Points (B.E.S.T.-APs) for English language arts (ELA) and progress-specific detail within each achievement level. As the Datafolio is based on student progress toward an LOA goal, the content-specific information in each achievement level is consistent. All teachers receive training Datafolio for the administration of and reporting in the state Data Entry Interface (DEI) before engaging in the process with students and to ensure that all teachers are collecting the same information and scoring the same way.

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

Reading: 1.9%

[History](#)

Mathematics

Math: 2.2%

[History](#)

Science

Science: 2.5%

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.)

Leon County District ESE Office provides regular professional development for teachers and administrators in determining eligibility for FAA participation for students. In addition, district program specialists for compliance provide more student-specific guidance at their assigned school sites. They work directly with the ESE teachers, general education teachers, site administrators and school psychologists to thoroughly review assessment results, progress monitoring data, and specific supports to promote student success. The District ESE Office conducts periodic in-house audits of student records.

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).

Leon County Schools receives students from surrounding counties under school choice. Additionally, the School Board of Leon County provides exceptional student education services and programs within certain grade levels at specific sites in the district available to students in six surrounding districts: Gadsden, Wakulla, Jefferson, Liberty, Taylor. The LCS sites include our center school site for cognitively impaired students (Gretchen Everhart). Our middle and high school programs for the hearing impaired are open to out-of-district students as well and do include students with cognitive impairment secondary to hearing impairment.

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

[History](#)

ELA Black, non-Hispanic

| 2.13

[History](#)

ELA Hispanic

| 0.70

[History](#)

ELA Asian or Pacific Islander

| 0.62/0

[History](#)

ELA White, non-Hispanic

| 0.51

[History](#)

ELA Economically Disadvantaged

| 1.63

[History](#)

ELA English Language Learner

| 0.16

History

Math American Indian or Alaskan Native

| 0

History

Math Black, non-Hispanic

| 2.16

History

Math Hispanic

| 0.62

History

Math Asian or Pacific Islander

| 0.46/0

History

Math White, non-Hispanic

| 0.56

History

Math Economically Disadvantaged

| 1.55

History

Math English Language Learner

| 0.15

History

Science American Indian or Alaskan Native

| 0

History

Science Black, non-Hispanic

| 2.17

History

Science Hispanic

| 0.78

History

Science Asian or Pacific Islander

| 0.98/0

History

Science White, non-Hispanic

| 0.44

History

Science Economically Disadvantaged

| 2.01

History

Science English Language Learner

| 0.26

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.

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 (RtI) 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.

Factors considered in determining that direct assessment of cognitive functioning is not achievable include students who lack the following prerequisite skills: Necessary motor skills for responding to assessment tasks. Necessary behavioral skills to attend to and respond to assessment tasks. Necessary cognitive skills to understand and respond to assessment tasks. Determination that a student lacks the prerequisite skills to obtain a valid assessment of cognitive functioning will include the following: Teacher interview by the School Psychologist to assess the student's prerequisite skills. Direct observation of student by School Psychologist to assess the student's prerequisite skills. Attempt at direct assessment by School Psychologist

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.

The teacher and/or parent guardian will complete checklists for Developmental Profile 4. This will be scored by the school psychologist. The Cognitive Domain of the DP-4 will serve as an estimate of the student's global intellectual functioning if deemed valid by comparing the score to multiple sources of data across multiple settings. This includes the other domains and composite score of the DP-4 as well as measures of adaptive functioning, as rated by both teacher and parent/guardian.

History

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

The District ESE Office will continue to provide training to site administrators on the assessment process for students with the most significant cognitive disability and for a student to participate in the statewide, standardized alternate assessment.

In-service training will be provided to School Psychologists and Program Specialists for compliance at their regularly scheduled staff meetings. School Psychologists will notify Student Services Director & Lead School Psychologist each time a direct assessment of cognitive functioning is not achievable.

District ESE Program Specialists for Compliance will provide training and support to individual school teams at monthly team meetings and in individual MTSS meetings when reviewing student specific data.

History