

2023-2024 Policies and Procedures: Levy (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.)

Every course offered has a corresponding End of Course Assessment. Students who are on alternate academic achievement standards participate in district-wide, district-created End of Course Assessments based Alternate Academic Achievement Standards. When students on alternate academic achievement standards are enrolled in general education courses, they take the district End of Course exam with accommodations.

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

1.8%

History

Mathematics

1.8%

History

Science

2.4%

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.)

Schools are required to submit Guiding Questions for Initial Consideration for Student Participation on Access Points Standards and FAA form to the ESE/SS Department for review prior to holding IEP meetings to make determination of Access instruction. The district provides on-going professional learning around the criteria for alternate academic achievement standards instruction criteria, instructional strategies, and accommodations. Students are re-evaluated as necessary to ensure that they meet criteria. The ESE/SS Department frequently monitors course enrollment and assessment coding to ensure accuracy and compliance.

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).

Since COVID, Levy County has seen an increase in student and family mobility. The district has had a significant amount of students transferring in from out of state and district who meet the Florida criteria for alternate academic achievement instruction. When students transfer, the team re-evaluates as needed to determine that they meet criteria.

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

3.04

History

ELA Hispanic

1.03

History

ELA Asian or Pacific Islander

| 0

[History](#)

ELA White, non-Hispanic

| 0.62

[History](#)

ELA Economically Disadvantaged

| 1.82

[History](#)

ELA English Language Learner

| 0.49

[History](#)

Math American Indian or Alaskan Native

| 0

[History](#)

Math Black, non-Hispanic

| 3.03

[History](#)

Math Hispanic

| 1.07

History

Math Asian or Pacific Islander

| 0

History

Math White, non-Hispanic

| 0.56

History

Math Economically Disadvantaged

| 1.58

History

Math English Language Learner

| 0.50

History

Science American Indian or Alaskan Native

| 0

History

Science Black, non-Hispanic

| 3.41

History

Science Hispanic

| 0.87

History

Science Asian or Pacific Islander

| 0

History

Science White, non-Hispanic

| 0.65

History

Science Economically Disadvantaged

| 2.33

History

Science English Language Learner

| 1.1

History

Social Studies American Indian or Alaskan Native

| 0

History

Social Studies Black, non-Hispanic

| 0

History

Social Studies Hispanic

| 0

History

Social Studies Asian or Pacific Islander

| 0

History

Social Studies White, non-Hispanic

| 0

History

Social Studies Economically Disadvantaged

| 0

History

Social Studies English Language Learner

0

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.

The district will provide professional learning in culturally responsive practices and engagement strategies for all learners. We will continue to examine and problem-solve around progress monitoring data for all students, specifically addressing the Black/African American subgroup, at the district and school level. School-based problem solving teams will choose interventions with a strong evidence-base for Black/African Americans within their multi-tiered system of supports. The district will continue to prioritize the research implementation of strategies with the most promising evidence for the Black/African American group.

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.

Multiple factors are considered when selecting an assessment of cognitive functioning, in order to ensure validity of the results. The following factors are considered when selecting a test of cognitive functioning and/or determining which score(s) may provide the best estimate of a student's ability:

- Student's primary method of communication - ability to verbally respond, ability to use pointing or gestures to indicate a response
- Student's motor skills - motor skill demands vary but are often necessary for nonverbal test items such as manipulating blocks or objects, writing with a pencil, moving objects on a table, using a dabber or other tool to indicate a response, etc.
- Student sensory limitations - ability to see materials, ability to hear verbal test items and/or directions
- Student's ability to engage with test stimuli and items - ability to focus on verbal or nonverbal directions and items, controlling gaze to look at the test items or stimulus pictures, etc.
- Previous attempt of direct psychological assessment in which student was made eligible for for one of the following primary programs: Intellectually Disabled, Autism, Traumatic Brain Injury, or Other Health Impaired

When student factors limit the ability to obtain a full-scale intelligence quotient, a decision may be made a priori or post hoc to recommend use of an alternate assessment as the best estimate of a student's cognitive functioning. For example, the current language level may be indicated as the best estimate of ability for a student with significant / complex physical and / or communication limitations in their use of verbal language to communicate.

A direct assessment of cognitive and /or language functioning may not be achievable for students who present with complex /multiple limitations (such as those listed above). For example, it may not be possible to obtain valid results through direct assessment for a student who is non-verbal and does not orient their gaze toward test stimuli or use pointing or gesturing to communicate. Similarly, valid results may not be possible through direct assessment for a student who is both unable to see test stimuli and also unable to hear orally presented directions or test items.

[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.

In the absence of a reliable direct assessment of cognitive functioning, the district will seek a valid and reliable estimate of a student's cognitive functioning through indirect assessments using a tool such as The Communication Matrix, an instrument designed to evaluate the language skills of children with severe/complex physical and communication disabilities from birth to age 21 as well as parent and teacher interviews. The district may also use the Comprehensive Test of Non-Verbal Intelligence for those who are able to participate in an alternative non-verbal measure.

The school-based team and the parents will provide information necessary based on their unique / intimate knowledge of the student for a measure of current functioning, allowing for an indirect estimate of cognitive function using an age-appropriate adaptive score when a direct measure is unattainable.

[History](#)

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

The primary staff involved in determining if a direct measure of cognitive functioning is unattainable will be the school based team who work directly with the student. The school psychologist will employ their training and knowledge of best practices when making decisions about direct and indirect assessments. The school psychologist may provide direct input through classroom observation(s) and record review as necessary. Additionally, compliance specialists will consult with school psychologists about the tests selected to measure a student's cognitive functioning prior to reviewing results with the parents and IEP team.

The Guiding Questions for Instruction in Access Instruction and Alternate Assessment document is required to be completed and submitted to the ESE/SS Alternate Assessment Coordinator (AAC) for review prior to any IEP meeting to consider Access Points instruction. The AAC is responsible for keeping an accurate record of students who are on Access Points as well as ordering Alternate Assessment materials. The AAC pulls data from survey 2 to check for inconsistencies and report findings to respective schools to be corrected.

[History](#)