

2023-2024 Policies and Procedures: Liberty (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 District Wide Assessment for students of alternate academic achievement standards are STAR Early Literacy, STAR Reading, STAR Math, and iReady Reading and Math Diagnostic Assessments. An alternate district assessment, if determined needed, for students on alternate academic achievement standards would be the Brigance Comprehensive Inventory of Basic Skills.

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

3.9

History

Mathematics

4.4

History

Science

4.8

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.)

The district ESE staff uses the following documents; Checklist for Course and Assessment Participation, Eligibility Requirements for Florida Standards Alternate Assessment and Exclusionary Criteria for IEP Teams to make the most appropriate, individualized, and data-based decision for each student. The IEP team first determines if the student meets criteria for determining eligibility as a student with Significant Cognitive Disabilities and that there is documentation that supports the eligibility determination. If all required criteria are met and the IEP determines the student eligible the student will be placed in Access courses and participate in the FAA Performance Task or FAA Datafolio. Parental consent is obtained before the student is placed in Access courses and assessed through the FAA. The District Staffing Specialist, who are trained in working through this determination process, lead the IEP team meeting and discussion ensuring that all criteria are met before student placement in Access Courses and assessment using 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).

In reviewing specific programs or circumstances within the district, that may contribute to higher enrollment of students in access courses and exceeding of the 1%, the district has identified the following. Liberty County is a rural district with all three schools in the district classified as Title 1 schools. All three schools also have a high percentage of students who are economically disadvantaged with an (FRL) rate of: Liberty County High School 56%, Hosford Elementary and Jr. High 61% and W.R. Tolar K-8 71%. The district serves a high population of students who have very limited access to community services/supports to address the lack of health care coverage and regular access to medical providers. Our district also serves a population of students from neighboring counties which also lack the same services and supports as listed above. The district also has a DJJ facility located within the district that typically has a high population of SWD and are included in our district percentages. Another contributing factor is the small number of students assessed on the alternate assessment which impacts the percentages. For example there were only 250 total students tested in Science and 12 students whose science test was the alternate assessment impacting the percentage to be higher than the 1% threshold.

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

3.3

History

ELA Hispanic

.54

History

ELA Asian or Pacific Islander

0

History

ELA White, non-Hispanic

.46

History

ELA Economically Disadvantaged

1.5

History

ELA English Language Learner

.82

History

Math American Indian or Alaskan Native

0

History

Math Black, non-Hispanic

3.3

History

Math Hispanic

.53

History

Math Asian or Pacific Islander

0

History

Math White, non-Hispanic

.41

History

Math Economically Disadvantaged

1.4

History

Math English Language Learner

.78

History

Science American Indian or Alaskan Native

0

History

Science Black, non-Hispanic

3.8

History

Science Hispanic

.75

History

Science Asian or Pacific Islander

0

History

Science White, non-Hispanic

.52

History

Science Economically Disadvantaged

1.9

History

Science English Language Learner

2.7

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.

The district identified a disproportionality of a risk ratio 3 or above for the Black subgroup in all three subject areas. An analyzes of the subgroups show that 18 of 31 students who took the FAA were White (58%); 7 of 31 were Black (23%) (2 of these 7 were from the DJJ facility); 4 of 31 were multiracial (13%); and 2 of 31 were Hispanic (6.5%). In addition, the number of students in the target group for ELA for White was 555; number of students in the target group for Black was 55 and number of students in the target group for Hispanic was 90. The target group for Math for White was 513; Black was 48; and Hispanic was 81. The lower number of students in the target group for the Black subgroup impacts the percentage. To address this disproportionality and to help ensure that initial eligibility determination is based on the most valid and reliable data the district will provide additional training and technical assistance regarding the multi-tiered system of supports (MTSS) to promote best practices in identifying targeted skills, appropriate interventions, progress monitoring, and data analysis. The district will keep in place the reviewing practice of IEPs to ensure that appropriate assessments and documentation are included to support correct placement in access courses and participation in the FAA. The district has a DJJ facility within the district that has a high proportionality of SWD that it serves (typically close to 100%). These students arrive to the facility with active IEPs. The staff will continue to review to ensure that appropriate assessments and documentation are included to support correct placement in access courses and participation in the FAA assessment.

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.

If determined that a direct assessment of cognitive functioning is unattainable the district will consider the following factors. The student lack of formal mode of communication and/or lack of student engagement. Observations and input from teacher, parent, and evaluator. Consideration of any medical diagnosis. Classroom data.

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 assessment process from the district if no reliable direct assessment of cognitive functioning can be used will be the use of a Global Developmental Scale completed by the parents, teachers, and evaluator observations. The team will consider all previous educational, medical, developmental history and adaptive behavior skills.

History

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

The district staff and evaluator will be trained on new district requirements, policies, and guidelines as outlined in Section A #1 and #2. Staffing Specialist will provide individual teacher technical support as well as school team supports. Principals will monitor for needed technical support and will request additional supports/guidance through the Staffing Specialist and evaluators.

[History](#)