

2023-2024 Policies and Procedures: Seminole (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.)

1. Common 9 Weeks Exam – all levels • modified version administered to students on Alternate Achievement Standards (AAS)
2. iReady Diagnostic Assessment – Elementary and Middle • modified version administered to some students on AAS OR • in-program assessment through: Verbal-Behavior Milestones Assessment and Placement Programs (VB-MAPP) • Assessment of Basic Language and Learning Skills (ABLIS) • other curriculum-based assessment

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

1.1

History

Mathematics

1.3

History

Science

1.4

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.)

The district is working with school teams to review student files for students who are identified as a student with a disability in a category that is not traditionally-aligned with characteristics of the potential for a significant cognitive disability (i.e. Deaf/Hard of Hearing, Language Impaired). Additionally, district staff are file reviewing previous evaluations of students who have taken FAA with an exceptionality of Other Health Impaired as well as current performance data for students who have been high-achieving on the FAA to determine if the student continues to show a need to be on Florida Alternate Assessment.

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).

Seminole County has continued to see increased enrollment and identification of students who have Autism Spectrum Disorders (ASD) with some of these students displaying significant cognitive disabilities. There are currently 1,340 students with ASD in Seminole County compared to 1,279 in 2021 and 992 in 2015. Additionally, Seminole County has frequent transfers of students who are on Access Points taking FAA from bordering counties and through the multitude of school choice options available. Many of the pockets of the district that receive frequent transfers are zone schools for some of our temporary housing options, which creates transiency for students feeding into the school district.

History

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

ELA American Indian or Alaskan Native

1.14

History

ELA Black, non-Hispanic

| 2.34

[History](#)

ELA Hispanic

| 1.02

[History](#)

ELA Asian or Pacific Islander

| 0.50 (Asian) 0.93 (Pacific Islander)

[History](#)

ELA White, non-Hispanic

| 0.58

[History](#)

ELA Economically Disadvantaged

| 3.07

[History](#)

ELA English Language Learner

| 0.72

[History](#)

Math American Indian or Alaskan Native

| 1.09

[History](#)

Math Black, non-Hispanic

| 2.17

[History](#)

Math Hispanic

| 0.95

[History](#)

Math Asian or Pacific Islander

| 0.54 (Asian) 0.90 (Pacific Islander)

[History](#)

Math White, non-Hispanic

| 0.63

[History](#)

Math Economically Disadvantaged

| 2.7

[History](#)

Math English Language Learner

| 0.62

History

Science American Indian or Alaskan Native

| 0

History

Science Black, non-Hispanic

| 2.47

History

Science Hispanic

| 1.14

History

Science Asian or Pacific Islander

| 0.65 (Asian) 1.63 (Pacific Islander)

History

Science White, non-Hispanic

| 0.53

History

Science Economically Disadvantaged

| 2.94

History

Science English Language Learner

| 0.67

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.

Data was analyzed to determine the current percentage of students within all race categories for both the overall population of students with disabilities and students with disabilities who have taken the FAA this school year. We decided to complete this self-assessment for students in race subgroups because we are monitoring race-related differences on other metrics related to serving students with disabilities. In comparing these percentages, there was no area of concern that is above a percentage difference of 3% when monitoring race-related differences. Areas of concern due to a difference greater than 3% are students who are on Free/Reduced Lunch (aka Economically Disadvantaged). To address this concern for potential disproportionality, students who are on Free/Reduced Lunch will be tracked for eligibility determination and require a case review with a district administrator. This will support our district team in beginning to analyze this concern and determine potential root causes for the difference in identification of students on Free/Reduced Lunch.

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.

The factors used to determine that a direct assessment of cognitive functioning is not achievable will be the student's inability to attend or respond to any verbal, visual, or tactile stimuli in a consistent and reliable manner. Observation of these factors will be obtained by a professional person, employed or contracted by the school district and qualified in accordance with Rule 6A-4.0311, F.A.C. or licensed under Chapter 490, F.S., through an attempt to administer a direct global assessment. If subsequent determination that direct assessment under standardized conditions with allowable accommodations will not yield appropriately interpretable results, a statement of validity will be provided.

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 direct assessment of cognitive functioning, the assessment process will include administration of the most recent version of the Developmental Profile. The Cognitive domain of the Developmental Profile will be considered in lieu of a direct measure of cognitive functioning. To obtain information from multiple sources, the Developmental Profile will be administered with both a teacher or educator familiar with the student in a school or other learning setting and with the parent/legal guardian or other caregiver familiar with the student in the home and/or community setting. When used for considering whether a student has a most significant cognitive disability, a professional person qualified in accordance with Rule 6A-4.0311, F.A.C. or licensed

under Chapter 490, F.S. will administer the Developmental Profile.

History

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

Written documentation of the information in Section A steps (1) through (2) will be incorporated into the district's Compliance Manual, School Psychological Procedures and ESE Policies & Procedures (ESE P&P). Training will be provided directly to district school psychologists and compliance staff. Compliance staff will be a required member of an IEP team that is first considering whether a student has a most significant cognitive disability where direct assessment was not achievable.

History