

2023-2024 Policies and Procedures: Sumter (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.)

For Kindergarten - 5th grades, the district will use I-Ready for Mathematics and ELA. For students in Kindergarten-2nd grades on access points, the district will use a district developed assessment for both Mathematics and ELA.

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

1.4

History

Mathematics

1.6

History

Science

1.8

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 reviews the criteria for all students that are determined eligible for Access Points with ESE Specialists. At the district level, data for each student is reviewed to make sure that students meet the state criteria to participate in Access Points. If after a review of data, there is a question about whether a student has a significant cognitive disability, then a request for re-evaluation will be requested. Student data will be compared from year to year looking for growth over time. The district considers each students unique circumstances, including level of communication, mode of communication, primary and secondary disabilities, and other student specific information.

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 population of Sumter County has grown tremendously over the past few decades. The obvious growth in the northern region of the County, fueled primarily by the phenomenal growth of The Villages® community, is leading to substantial gains in overall population figures, with an estimated 158,363 residents for 2024, according to the latest estimate from the world population review. Sumter County boasted an impressive 19.7% growth rate for 2024; making Sumter County one of the fastest growing counties in Florida. According to the Sumter County Economic Development report in February 2024, jobs increased by 29.4% from 2017 to 2022, outpacing the national growth rate of 3.8% by 25.6%. The Villages area is bringing families from across the United States to be closer to family. Based on the Sumter County Community Health Assessment from May 2018, Sumter County has identified strategic priorities including Maternal and Child Health and Chronic Disease as priority issues that need to be addressed within the community. In the area of Maternal and Child Health, the teen birth rate (17th highest in the state), child abuse rates (1499.9 per 100,000 for children ages 5-11 years vs. 995 per 100,000 for the state.), car seat safety (Non-fatal motor vehicle related hospitalizations for ages 5-11 was 48.8 for Sumter County and 11.4 for the state. Also, child passengers ages 1-5 years injured or killed in motor vehicle crashes was 562.7 for Sumter and 358.1 for the state and for ages 5-11 year 725.5 for Sumter and 460.5 for the state.) and child poverty rates are all higher than the state average. In the area of Chronic Disease, the assessment identified obesity in adults as high, opioid crisis as an area of concern, and poor nutrition. The Sumter County Community Health Status assessment indicates that in 2010 10.6% of births were under 2500 grams and 2% of births were under 1500 grams as compared to the state where only 8.7% of births were under 2500 grams and 1.65 of births were under 1500 grams. The combination of the above factors have the potential to increase the percent of students that are identified with significant cognitive disabilities.

History

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

ELA American Indian or Alaskan Native

0.00

History

ELA Black, non-Hispanic

| 2.35

[History](#)

ELA Hispanic

| 1.16

[History](#)

ELA Asian or Pacific Islander

| 0.51

[History](#)

ELA White, non-Hispanic

| 0.59

[History](#)

ELA Economically Disadvantaged

| 3.29

[History](#)

ELA English Language Learner

| 0.49

[History](#)

Math American Indian or Alaskan Native

| 0.00

[History](#)

Math Black, non-Hispanic

| 2.39

[History](#)

Math Hispanic

| 0.91

[History](#)

Math Asian or Pacific Islander

| 0.53

[History](#)

Math White, non-Hispanic

| 0.71

[History](#)

Math Economically Disadvantaged

| 3.66

[History](#)

Math English Language Learner

| 0.21

History

Science American Indian or Alaskan Native

| 0.00

History

Science Black, non-Hispanic

| 3.32

History

Science Hispanic

| 0.88

History

Science Asian or Pacific Islander

| 0.00

History

Science White, non-Hispanic

| 0.61

History

Science Economically Disadvantaged

| 3.93

History

Science English Language Learner

| 0.00

History

Social Studies American Indian or Alaskan Native

| 0.00

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.

Based on 2024 data of students who took the FAA, the district has an identified risk ratio of 3 or higher for students in the category of Free/Reduced lunch in ELA (3.29%), Math (3.66%) and Science (3.32%) as well as students identified with the race of Black/African American in Science (3.32%). For the FAA Assessments, 74 students took ELA, 77 took Math and 36 took Science. In the area of Science, 12 of the 36 students that took the assessment are identified as Black/African American. The small numbers of students that take the assessment inflates the risk ratios and disproportionality in this area. The district does show slight disproportionality for students identified as receiving Free/Reduced Lunch in all FAA Assessments. This is an increase from previous years and the at district level, a review initial eligibility for participation in FAA will be held for all students.

[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.

The child has been identified as a child with medical complexity or; after unsuccessful attempts to directly assess the child with an appropriate standardized assessment of cognitive functioning given the child's language, motor, vision, hearing, and other appropriate assessment selection considerations.

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.

Assessment process includes:

1. Existing data, including anecdotal, social, psychological, medical, attendance, and achievement will be reviewed.
2. At least two observations of the student will be conducted in the educational environment; at least one of which will occur in the classroom setting.
3. Vision and hearing screenings will be conducted.
4. Student will be administered an appropriate test of developmental functioning, such as the Developmental Profile 3. For age levels within the range of the standardized developmental assessment, a standard score will be generated for the domains of communication, social-emotional, adaptive, motor, and cognitive as well as an overall development score. The student's overall development score or three out of five domain standard scores must be more than two standard deviations below the mean. For students outside of the age range of the standardized developmental assessment, the overall development score age equivalent or three out of five domain age equivalent scores must be 25% or more below the student's chronological age level.
5. Student will be administered a measure of adaptive functioning to include parental input. The level of adaptive functioning must be more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior.
6. A social developmental history will be completed which identifies the developmental, familial, medical/health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.

History

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

Training will occur immediately upon approval of the procedures. Training will be provided to the district school psychologists, ESE Staffing Specialists, and any other personnel who may have a direct involvement in the process. Annually, training will occur with the with the district school psychologists, ESE Staffing Specialists, and any other personnel who may have a direct involvement in the process.

To ensure compliance, before determining eligibility for a student that the alternate process for identifying a most significant cognitive disability was used; all data collected, including standardized assessments, must be reviewed and approved by the Director of Exceptional Student Education.

History