

2023-2024 Policies and Procedures: Walton (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.)

Walton County Schools administers the STAR Early Literacy and STAR Reading & Math assessments as district-wide measures of student achievement. District created Formative Assessments are also administered in literacy. For students with significant cognitive disabilities, the district administers the STAR Early Literacy, STAR Reading & Math formative assessments or curriculum based assessments as measures of student achievement as appropriate based upon student needs.

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

1.3

History

Mathematics

1.3

History

Science

1.5

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.)

The IEP teams review multiple data sources, including classroom assessments, standardized assessments, observational data, and teacher/parent input to determine if a child demonstrates a significant cognitive disability, requires modifications to grade level standards and requires direct instruction based upon Access Points in order to acquire, generalize, and transfer skills across settings. The IEP team includes members well-versed in standardized assessment data, grade level standards and specialized instruction to ensure instruction in Access Points & Alternate Assessment is the most appropriate path for each child. These members can include School Psychologist, Evaluator, General Education Teacher, ESE Teacher, Interventionist, Reading/Math Coach, etc. The IEP team also utilizes the checklist for course and assessment participation in PEER to assist the IEP team in determining eligibility for participation in the 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).

Walton County has increased the number of students identified by the exceptionality of Intellectual Disability by 12% in the past 6 years and the overall number of students with disabilities have increased by 29% in the past 6 years. At this time, there are no specific industries or community programs that significantly attract families of children with significant cognitive disabilities. The population of Walton County has had a 15% increase in population since 2020. Due to the increase in the percentage of students assessed by the FAA & enrolled in Access Courses, Walton County utilizes the Access Project yearly to assist teachers with understanding & using Access Points to instruct students, not only in more restrictive environments, but in the General Education classrooms. Individual follow-up has occurred with teachers on-site. Awareness of modified curriculum instruction and alterante assessment will continue to be promoted via trainings, briefings and coaching. Our traditional high schools have increased the amount of participation in the General Education environment by having students enrolled & participating in the general education curriculum course with their same age peers, along with the support of the ESE teacher and paraprofessionals. Walton County will provide contiued training to shool staff through ESE Staffing Specialists, under the direction of the ESE Coordinator, to improve understanding of the state guidelines for participation in the Alternate Assessment & instruction in modified curriculum. The Walton County ESE Department, under the guidance of the ESE Coordinator and ESE Staffing Specialists, will continue to provide support to parents in understanding options related to the determination of general curriculum vs modified curriuclum such as providing brochures explaining Access Points, reviewing accommodations, ensuring assistive technology is considered & implemented properly and supporting the IEP team in making the most appropriate instructional decisions for the student based upon student performance data.

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

| 2.4

[History](#)

ELA Hispanic

| .4

[History](#)

ELA Asian or Pacific Islander

| 0

[History](#)

ELA White, non-Hispanic

| 1.0

[History](#)

ELA Economically Disadvantaged

| 3.1

[History](#)

ELA English Language Learner

| .7

[History](#)

Math American Indian or Alaskan Native

| 0

[History](#)

Math Black, non-Hispanic

| 2.2

[History](#)

Math Hispanic

| .5

[History](#)

Math Asian or Pacific Islander

| 0

[History](#)

Math White, non-Hispanic

| .9

[History](#)

Math Economically Disadvantaged

| 2.2

[History](#)

Math English Language Learner

.6

History

Science American Indian or Alaskan Native

0

History

Science Black, non-Hispanic

4.3

History

Science Hispanic

.4

History

Science Asian or Pacific Islander

0

History

Science White, non-Hispanic

.7

History

Science Economically Disadvantaged

| 2.4

[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.

Risk ratios above 3.0 are for ELA Economically Disadvantaged (3.1) and Science, Black Non-Hispanic (4.3). Given our low numbers overall of students assessed using FAA, percentages and risk ratios can be skewed. However, Walton County will continue to provide training and technical assistance to ESE teachers, school administrators and IEP teams related to best practices for utilizing all available accommodations, supplementary aids and services as well as any supports needed through assistive technology to ensure that students receive all appropriate opportunities for instruction in the general education standards before considering instruction in alternate achievement standards/alternate assessments. The ESE Coordinator (ESE Director) will also review monthly with Staffing Specialists evaluation and data related to students for whom IEP teams will be considering instruction on alternate achievement standards/alternate 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.

The list of factors Walton County will consider when at least 2 attempt(s) at direct assessment of cognitive functioning is not achievable will include: lack of functional communication mode, significant gross or fine motor deficits, significant social-emotional deficits and/or significant sensory (including visual impairment) skill deficits.

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.

We will use multiple measures of evaluation such as standardized observation and interview assessments. Depending upon needs of the student, a standardized, norm referenced assessment of global developmental functioning will be utilized.

History

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

Evaluators will be trained initially to understand policies guiding the processes outlined in #1 and #2. Monthly follow-up or individual technical support will be provided to evaluators/school-based teams as needed. Training will also be provided to ESE Staffing Specialists regarding updated state policies and district procedures as described in #1 and #2. Monthly follow-up or individualized technical assistance will also be provided as needed. Prior to utilizing this process, an Evaluator will review student information & file with Coordinator of Psychological Services to ensure Steps 1 & 2 of this procedure have been followed. This monitoring will ensure proper identification of students and provide on-going technical assistance for Evaluators. After evaluation report is completed, the Evaluator & ESE Staffing Specialist will review the assessment process with either Coordinator of Psychological Services or Coordinator of ESE to ensure procedure has been followed. These additional reviews will provide on-going monitoring of appropriate procedures.

History