

## 2023-2024 Policies and Procedures: Tallahassee Collegiate Academy (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 utilizes a number of measures to monitor the progress of all students including those on alternate achievement standards: IXL Math and iReady-reading, classroom formative and summative assessments, as well as statewide assessments.

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?

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.)**

Not applicable for the District. The school opened for the 2023-2024 school year.

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).**

Not applicable for the District. The school opened for the 2023-2024 school year.

History

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

**ELA American Indian or Alaskan Native**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

History

**ELA Black, non-Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

History

**ELA Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

History

**ELA Asian or Pacific Islander**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**ELA White, non-Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**ELA Economically Disadvantaged**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**ELA English Language Learner**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**Math American Indian or Alaskan Native**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**Math Black, non-Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

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History

**Science American Indian or Alaskan Native**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

History

**Science Black, non-Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

History

**Science Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

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[History](#)

**Social Studies American Indian or Alaskan Native**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**Social Studies Black, non-Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

[History](#)

**Social Studies Hispanic**

Not applicable for the District. The district only authorizes charter schools that fit within the mission of the specialized school district which is to provide students opportunities for acceleration to economic mobility with high skilled,high waged jobs in STEM disciplines while students obtain a high school diploma and associates in science degree simulataneously.

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History

**Social Studies White, non-Hispanic**

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History

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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.

Not applicable for our district at this time.

#### 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.**

Our school district recognizes that in certain circumstances, conducting a direct assessment of cognitive functioning may not be feasible. To ensure that all students are evaluated fairly and accurately, we consider a range of factors to determine when direct cognitive assessment is not achievable. The following outlines these factors: Severe Communication Impairments:

**Nonverbal Status:** The student is nonverbal and unable to understand or respond to verbal instructions typically used in cognitive assessments.

- **Limited Communication:** The student has significant communication disorders or delays that impede their ability to engage with assessment tasks.

**Profound Sensory Impairments:**

- **Vision Impairment:** The student has profound vision impairment that cannot be adequately accommodated by standard assessment tools.
- **Hearing Impairment:** The student has profound hearing impairment that affects their ability to comprehend and respond to auditory components of cognitive assessments.

**Severe Motor Impairments:**

- **Physical Disabilities:** The student has severe motor impairments or physical disabilities that prevent them from performing tasks required by the cognitive assessment.
- **Limited Mobility:** The student's limited mobility affects their ability to manipulate assessment materials or perform required tasks.

**Significant Behavioral Challenges:**

- **Extreme Anxiety or Distress:** The student exhibits extreme anxiety, distress, or other emotional responses that interfere with their ability to participate in a structured assessment setting.
- **Behavioral Dysregulation:** The student has severe behavioral dysregulation that prevents them from focusing on or completing assessment tasks.

**Severe Intellectual Disabilities:**

- **Functional Limitations:** The student's intellectual functioning is significantly below age expectations, and their ability to understand and engage with assessment materials is extremely limited.
- **Global Developmental Delays:** The student demonstrates global developmental delays that make traditional cognitive assessments inappropriate or non-viable.

#### Medical and Health Conditions:

- **Chronic Health Issues:** The student has chronic health issues or medical conditions that cause fatigue, pain, or other symptoms that impede participation in cognitive assessments.
- **Medication Effects:** The student is on medications that significantly affect their cognitive functioning or ability to participate in assessments.

#### Cultural and Linguistic Factors:

- **Lack of Suitable Tools:** There are no appropriate or reliable cognitive assessment tools available that can accommodate the student's unique needs.

By considering these factors, our school district ensures that decisions regarding the achievability of direct cognitive assessments are made thoughtfully and in the best interest of each student. In such cases where direct assessment is deemed not achievable, alternative evaluation methods and comprehensive data collection approaches are employed to accurately assess the student's needs and capabilities.

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.**

Our District follows a multi-faceted assessment process. This process includes multiple sources of data and input to make an informed and holistic determination. This includes a review of educational history such as previous assessments and IEP goals and progress. This also includes classroom observations, teacher and parent input, as well as curriculum based measures to gauge student's academic skills and compare them to expected performance levels for their age and grade. The data is reviewed and analyzed by the MTSS and IEP team to make a comprehensive determination. Once a determination has been made, the findings are communicated with the parent or guardian to ensure they are fully informed and involved in the decision-making process. A continuous monitoring and re-evaluation process is put in place to monitor student progress and provide regular updates and adjustments to the educational program as necessary.

History

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

Training for the school is facilitated by the District Assessment Coordinator prior to the start of each school year. Additionally, monthly updates are provided by the District, and follow-up training is facilitated for the school as needed throughout the year.

History