Florida Department of Education

1% Cap on Alternate Assessment Participation

Waiver Extension Request

November 29, 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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Current Situation

Florida is the third-largest state in the country, with approximately 2.8 million students in 3,329 traditional public schools, 702 public charter schools, 67 traditional local educational agencies (LEAs), and six special LEAs. In 2021-22, the number of Florida students with disabilities (SWD) was 415,980, representing a steady increase from 377,272 in 2016-17. The percentage of SWD in the total student population has increased from 13.4% in 2016-17 to 14.7% in 2021-22.

Table 1: Student Enrollment

Category	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Students Enrolled	2,817,076	2,833,115	2,846,857	2,858,949	2,791,687	2,833,179
Number of Students Identified as SWD	377,272	385,447	401,627	441,353	406,944	415,980
Percentage of Students Identified as SWD	13.4%	13.6%	14.1%	14.5%	14.6%	14.7%

The mission of the Florida Department of Education (FDOE) is to increase the proficiency of all students within one seamless, efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents and communities, and to maintain an accountability system that measures student progress.

Florida maintains high expectations for all students. These high expectations have resulted in an increased level of student performance and, in Florida, having one of the highest-performing SWD populations in the nation. Data from the 2022 National Assessment of Educational Progress (NAEP), which serves as the nation's report card, indicated that Florida's SWD scored in the top ten states in every category. Additionally, Florida's high school graduation rate has risen from 82.3% in 2016-17 to 90.1% in 2020-21, and the high school graduation rate for SWD has increased during the same period from 66.0% to 82.3%. Although the graduation gap between SWD and all students was 16.3 percentage points in 2016-17, this gap has been reduced by more than 50% to 7.8 percentage points in 2020-21.

Request for the Extension of the 1% Waiver

Florida's alternate assessment based on alternate academic achievement standards (AA-AAAS) is the Florida Standards Alternate Assessment (FSAA). FSAA participation rates for 2021-22 were 1.46% for English Language Arts (ELA), 1.60% for mathematics, and 1.53% for science. Florida has continued to provide robust technical assistance and outreach to all its stakeholders and anticipates continued success in increasing student performance with its students with disabilities while decreasing participation in the FSAA. Highlights include:

- In 2019-2020, FDOE implemented an assurance process in which districts provide supporting data for students who require instruction on Access Points and assessment on the FSAA. This process is included in the monitoring and compliance procedures. Beginning with the 2020-2021 school year, Florida LEAs must complete a Level 1 - 1% self-assessment, which requires the LEA to review the appropriateness of each student's

participation in the FSAA.

- The FDOE began regular 1% Data Discussions for LEAs over 1.6% and a justification is required for all LEAs over 1%.
- The State Board of Education approved revisions to Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities, at the State Board of Education meeting on June 10, 2021. Rule 6A-1.0943, F.A.C., was revised to establish a definition for "most significant cognitive disability" and specify the exclusionary and inclusionary criteria required for a student to participate in the administration of the statewide, standardized alternate assessment.
- Extensive monitoring and tiered support continue from FDOE as LEAs implement these new provisions (described in detail later in this document).

The FDOE has provided multiple opportunities for Florida's LEAs to receive additional information and resources, while providing targeted and intensive support and technical assistance based on commitments made as part of our previously approved waiver requests. Through a combination of improved policy guidance and these opportunities, assessment data indicate an improvement in the overall reduction in the number of students participating in Florida's statewide, standardized alternate assessment.

FDOE staff worked with LEA exceptional student education (ESE) directors to discuss discrepancies in primary exceptionalities not indicative of the most significant cognitive disabilities. Trends were identified in the 2020-21 and 2021-22 school years FSAA participation data unique to each LEA. The FDOE is seeking a waiver extension from the requirement as detailed in Title 34, section 200.6(4), Code of Federal Regulations (C.F.R.), for all content areas assessed via the FSAA. Receiving this waiver extension would allow Florida to continue to make progress in reducing FSAA participation and provide technical assistance and support to its LEAs to ensure that the most appropriate instruction is delivered and that the most appropriate assessment is administered to every student.

In the spring of 2021, FDOE convened a workgroup consisting of educators, program specialists, school psychologists, and speech/language pathologists to review data from other states related to assessment on AA-AAAS. This workgroup met weekly to review toolkits from the National Center on Educational Outcomes (NCEO) as well as Florida's own FSAA participation and results data, and ultimately identified several areas of improvement, such as ensuring all students assessed on the FSAA met the eligibility requirements and clarifying the definition of a most significant cognitive disability. The thoughtful dedication of this workgroup culminated in updates in rule and monitoring efforts conducted by FDOE.

As explained in greater detail in the subsequent narrative, in summer 2021, Florida's State Board of Education (SBE) adopted into rule a more comprehensive definition of "most significant cognitive disability" along with inclusionary and exclusionary criteria for participation in the statewide, standardized alternative assessment, as contemplated by 34 C.F.R. § 200.6(c)(4)(iv)(A). FDOE then began providing supports and oversight to LEAs regarding the revised requirements and their implementation. Simultaneously, LEAs worked to revise policies and procedures that were impacted by this rule, participated in related technical assistance and

professional development activities, and began working with Individual Education Plan (IEP) teams, as needed, to address the revised eligibility requirements for a student to receive instruction on AA-AAAS and participate in the FSAA. Accordingly, not only was the 2021-22 school year the first year since 2018-19 that functioned under the entirety of the federal assessment accountability provisions, but it was also the first year of Florida's implementing the revised guidelines. Florida's overall progress is positive in light of these considerations and a granting of an extension for Florida's waiver from the 1% cap will allow the state to continue to provide resources and supports necessary to move forward in this effort.

Florida Standards Alternate Assessment (FSAA)

As required under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), all Florida students participate in the state's assessment and accountability system. The FSAA is designed for students whose participation in the general statewide, standardized assessment program is inappropriate, even with accommodations. The FSAA is fully aligned with Florida's alternate academic achievement standards, otherwise known as Access Point-Alternate Academic Achievement Standards (access points). Only students with the most significant cognitive disabilities, who are eligible under the Individuals with Disabilities Education Act (IDEA) with an individual educational plan (IEP), and who are enrolled in courses and receiving instruction on access points, may participate in the FSAA.

Requirement 1, 34 C.F.R. § 200.6(c)(4)(i)

States are required by 34 C.F.R. § 200.6(c)(4)(i) to submit the alternate assessment waiver request at least 90 days before the start of the relevant subject testing windows. The FSAA testing window will be open from February 27 to April 14, 2023, for elementary and middle school (grades 3-8) and civics End-of-Course (EOC) assessments. The FSAA testing window will be open from March 13 to April 28, 2023, for FSAA high school ELA I, ELA II, Algebra I, Geometry, Biology I, and U.S. History EOC assessments. Since the earliest start of the testing window occurs on February 27, 2023, to meet the 90-day requirement, FDOE's waiver extension request must be submitted by November 29, 2022.

Requirement 2, 34 C.F.R. § 200.6(c)(4)(ii)

In submitting a waiver extension request, states are required by 34 C.F.R. § 200.6(c)(4)(ii) to provide the number and percentage of students in each subgroup defined in section 1111(c)(2)(A), (B), and (D) of ESSA who were assessed using an AA-AAAS. Florida has measured the achievement of at least 95% of all students for all content areas and 95% of students in the children with disabilities subgroup under section 1111(c)(2)(C) of ESSA who are enrolled in grades for which the assessment is required under 34 C.F.R. § 200.5(a) for the ELA and mathematics content areas.

Number, Percentage, and Risk Ratio of Students who Took the FSAA During the 2021-2022 School Year

Tables 2-4 provide the number, percentage, and risk ratio of each student subgroup, as defined in

ESSA, section 1111(c)(2)(A), (B), and (D), during the 2021-22 school year. The risk ratio is a measure of potential disproportionality among FSAA participants based on membership in the target group. Risk ratios that exceed 1.0 indicate that the target group is overrepresented among the population of students participating in the alternate assessment when compared to participation rates of students who are not members of the target group.

Table 2: 2021-22 FSAA Participation by Student Subgroup – ELA

ELA							
	Target Group			Comparison Group			
Target Group	Number of Students Taking FSAA	Number of Students Taking FSA or FSAA or EOCs	Percentage Taking FSAA	Number of Students Taking FSAA	Number of Students Taking FSA, FSAA or EOCs	Percentage Taking FSAA	Risk Ratio (Target Group % Divided by Comparison Group %)
American Indian/ Native Alaskan	53	4,251	1.25	24,736	1,693,675	1.46	0.85
Asian	578	48,643	1.19	24,211	1,649,283	1.47	0.81
Pacific Islander	42	3,127	1.34	24,747	1,694,799	1.46	0.92
Black/African American	7,619	357,049	2.13	17,170	1,340,877	1.28	1.67
White	7,264	602,474	1.21	17,525	1,095,452	1.60	0.75
Multiracial	863	65,794	1.31	23,926	1,632,132	1.47	0.89
Hispanic	8,370	616,588	1.36	16,419	1,081,338	1.52	0.89
Economically Disadvantaged	16,676	949,624	1.76	8,113	748,302	1.08	1.62
English Language Learners	2,743	291,683	0.94	22,046	1,406,243	1.57	0.60

Table 3: 2021-22 FSAA Participation by Student Subgroup – Mathematics

Mathematics							
	Target Group			Comparison Group			
Target Group	Number of Students Taking FSAA	Number of Students Taking FSA or FSAA or EOCs	Percentage Taking FSAA	Number of Students Taking FSAA	Number of Students Taking FSA, FSAA or EOCs	Percentage Taking FSAA	Risk Ratio (Target Group % Divided by Comparison Group %)
American Indian/	58	3,873	1.50	24,498	1,535,130	1.60	0.94

Mathematics							
Target Group	Target Group			Comparison Group			Risk Ratio (Target Group % Divided by Comparison Group %)
	Number of Students Taking FSAA	Number of Students Taking FSA or FSAA or EOCs	Percentage Taking FSAA	Number of Students Taking FSAA	Number of Students Taking FSA, FSAA or EOCs	Percentage Taking FSAA	
Native Alaskan							
Asian	579	41,278	1.40	23,977	1,497,725	1.60	0.88
Pacific Islander	41	2,780	1.47	24,515	1,536,223	1.60	0.92
Black/African American	7,555	330,347	2.29	17,001	1,208,656	1.41	1.62
White	7,195	537,118	1.34	17,361	1,001,885	1.73	0.77
Multiracial	857	59,549	1.44	23,699	1,479,454	1.60	0.90
Hispanic	8,271	564,058	1.47	16,285	974,945	1.67	0.88
Economically Disadvantaged	16,420	873,764	1.88	8,136	665,239	1.22	1.54
English Language Learners	2,670	279,686	0.95	21,886	1,259,317	1.74	0.55

Table 4: 2021-22 FSAA Participation by Student Subgroup – Science

Science							
Target Group	Target Group			Comparison Group			Risk Ratio (Target Group % Divided by Comparison Group %)
	Number of Students Taking FSAA	Number of Students Taking FSA or FSAA or EOCs	Percentage Taking FSAA	Number of Students Taking FSAA	Number of Students Taking FSA, FSAA or EOCs	Percentage Taking FSAA	
American Indian/ Native Alaskan	21	1,562	1.34	9,485	621,006	1.53	0.88
Asian	217	17,925	1.21	9,289	604,643	1.54	0.79
Pacific Islander	12	1,152	1.04	9,494	621,416	1.53	0.68
Black/African American	2,981	129,957	2.29	6,525	492,611	1.32	1.73
White	2,729	222,811	1.22	6,777	399,757	1.70	0.72
Multiracial	324	23,489	1.38	9,182	599,079	1.53	0.90

Science							
Target Group	Target Group			Comparison Group			Risk Ratio (Target Group % Divided by Comparison Group %)
	Number of Students Taking FSAA	Number of Students Taking FSA or FSAA or EOCs	Percentage Taking FSAA	Number of Students Taking FSAA	Number of Students Taking FSA, FSAA or EOCs	Percentage Taking FSAA	
Hispanic	3,222	225,672	1.43	6,284	396,896	1.58	0.90
Economically Disadvantaged	6,323	340,340	1.86	3,183	282,228	1.13	1.65
English Language Learners	979	100,016	0.98	8,527	522, 552	1.63	0.60

Ninety-Five Percent Participation Requirement

States are also required to provide data showing that 95% of all students, including the SWD subgroup, as identified in section 1111(c)(2)(C), were assessed. As noted in its October 29, 2021, letter to state educational agencies (SEAs), the United States Department of Education (USED) provided states with the opportunity to request a one-time waiver of the 95% tested requirement due to "COVID- related testing disruptions." Florida requested, and was granted, a waiver for this requirement, but still tested more than 93% of all students in 2020-21.

The 2021-22 school year was the first school year since 2018-19 that has functioned under the entirety of the accountability provisions of the ESEA, as amended by ESSA, and the state has experienced a trend in the delayed return to school and testing among FSAA students as compared to students who were assessed using the Florida Standards Assessments (FSA).

Table 5: Overall Rates of Assessment Participation 2021-22

Group	All Students in Tested Grades - ELA	Students with Disabilities in Tested Grades - ELA
Students Assessed	1,697,926	258,832
Students Enrolled	1,722,789	265,797
Assessment Participation Rate	98.6%	97.4%
Group	**All Students in Tested Grades - Math**	**Students with Disabilities in Tested Grades - Math**
Students Assessed	1,539,116	246,640
Students Enrolled	1,588,287	258,848
Assessment Participation Rate	97.2%	95.7%
Group	**All Students in Tested Grades - Science**	**Students with Disabilities in Tested Grades - Science**
Students Assessed	622,568	92,741
Students Enrolled	645,984	98,442
Assessment Participation Rate	96.5%	94.5%

Reduction in the Rate of AA-AAAS Participation

States who are requesting to extend a waiver, consistent with 34 § 200.6(c)(4)(v), C.F.R., must demonstrate progress toward reducing participation in the alternate assessment. The following data reflect that participation in FSAA science continues to have improvement and decrease in percentage, while the participation rates for ELA and mathematics FSAA for the 2021-22 administrations were higher than the 2020-21 participation rates. However, it should be noted that the 2021-22 participation rates were still lower than pre-pandemic participation rates from 2018-19 for all three subject areas, and the 2018-19 data can be considered a more accurate comparison due to a number of factors.

On March 23, 2020, FDOE issued Emergency Order No. 2020-EO-01, cancelling all spring administrations of the statewide, standardized assessments and suspending the state accountability system for the 2019-20 school year. Thus, participation rates were null for the 2019-20 school year.

For the 2020-21 school year, the USED issued an invitation for states to request a one-time waiver of certain accountability provisions of the ESEA, as amended by ESSA, including the requirement that states test at least 95 percent of students due to "COVID-related testing disruptions." Florida submitted its waiver request on April 14, 2021, (PDF) and approval was received on April 21, 2021, (PDF). Given this, the state experienced a significant decrease in the number of tested students overall for the 2020-21 school year.

The 2021-22 school year is the first school year since 2018-19 that has functioned under the entirety of the accountability provisions of the ESEA, as amended by ESSA, and the state has experienced a trend in the delayed return to school and testing among FSAA students compared to students assessed on the Florida Standards Assessment (FSA). A comparison between the participation rates of 2021-22 to 2020-21 for ELA and mathematics should consider this trend in addition to the other factors described above, as the total tested populations differed by more than 46,000 students. Because the overall tested population in science in 2021-22 has increased by a similar percentage to the FSAA tested population, the progress Florida has made is reflected in comparison to both 2020-21 and 2018-19. See tables 7-20 to view these data.

Table 7: Overall Rates of FSAA Participation – ELA

FSAA ELA	Count of Total Students Tested	Count of Students Whose Only Subject Test was an FSAA	Percent of Students Tested Whose Only Subject Test was an FSAA
2018-19	1,705,251	26,243	1.54%
2019-20*			
2020-21	1,637,903	22,876	1.40%
2021-22	1,697,158	24,790	1.46%
Change from Last Year	59,255	1,914	0.06%
% Increase from Last Year	4%	8%	0.06%
Change Since 2019	-8,093	-1,453	-0.08%

*Note: the 2019-20 assessments were canceled pursuant to FDOE Emergency Order No. 2020-EO-01.

Table 8: Overall Rates of FSAA Participation – Mathematics

FSAA Mathematics	Count of Total Students Tested	Count of Students Whose Only Subject Test was an FSAA	Percent of Students Tested Whose Only Subject Test was an FSAA
2018-19	1,576,300	25,744	1.63%
2019-20*			
2020-21	1,492,811	22,923	1.54%
2021-22	1,539,116	24,556	1.60%
Change from Last Year	46,305	1,633	0.06%
% Increase from Last Year	3%	7%	0.06%
Change Since 2019	-37,184	-1,188	-0.03%

*Note: the 2019-20 assessments were canceled pursuant to FDOE Emergency Order No. 2020-EO-01.

Table 9: Overall Rates of FSAA Participation – Science

FSAA Science	Count of Total Students Tested	Count of Students Whose Only Subject Test was an FSAA	Percent of Students Tested Whose Only Subject Test was an FSAA
2018-19	616,991	9,621	1.56%
2019-20*			
2020-21	577,461	8,986	1.56%
2021-22	622,568	9,506	1.53%
Change Since Last Year	45,107	520	-0.03%
% Increase from Last Year	7%	6%	0.00%
Change Since 2019	5,577	-115	-0.03%

*Note: the 2019-20 assessments were canceled pursuant to FDOE Emergency Order No. 2020-EO-01.

The table below compares the number of LEAs that exceeded the 1% threshold during the 2020-21 and 2021-22 school years.

Table 10: Comparison of the Number of LEAs Exceeding the 1.0% Cap for 2020-21 and 2021-22

Content Area	Number of LEAs Exceeding 1% Cap in 2020-2021	Number of LEAs Exceeding 1% Cap in 2021-22	Difference in Number	Percentage of Difference
ELA	67 (100%)	67 (100%)	0	0%
Mathematics	67 (100%)	67 (100%)	0	0%
Science	62 (91.78%)	56 (76.71%)	6	21.37%

The table below compares the number of LEAs that exceeded the Florida participation percentage rate in ELA during the 2020-21 and 2021-22 school years.

Table 11: FSAA Participation Comparison – ELA

ELA		
	2020-21	2021-22
Overall Range	0.7% to 11.6%	0.8% to 5.0%
State Percentage	1.4%	1.5%
Number of LEA ≤ 1%	6	7
Number of LEA > State Percentage	45	40

The table below compares the number of LEAs that exceeded the Florida participation percentage rate in mathematics during the 2020-21 and 2021-22 school years.

Table 12: FSAA Participation Comparison – Mathematics

	2020-21	2021-22
Overall Range	0.8% to 12.4%	0.7% to 6.2%
State Percentage	1.5%	1.6%
Number of LEA ≤ 1%	6	6
Number of LEA > State Percentage	45	39

The table below compares the number of LEAs that exceeded the Florida participation percentage rate in science during the 2020-21 and 2021-22 school years.

Table 13: FSAA Participation Comparison – Science

Science		
	2020-21	2021-22
Overall Range	0.6% to 8.9%	0.4% to 5.7%
State Percentage	1.6%	1.5%
Number of LEA ≤ 1%	9	9
Number of LEA > State Percentage	39	40

The table below compares the number of students participating in an ELA FSAA by an exceptionality category that is not indicative of a most significant cognitive disability during the 2020-21 and 2021-22 school years.

Table 14: Number of Students Taking FSAA by Specific Disabilities – ELA

ELA		
Exceptionality	**2020-21**	**2021-22**
Emotional or Behavioral Disability (EBD)	87	74
Specific Learning Disability (SLD)	41	11
Speech Impairment (SI)	15	13
Language Impairment (LI)	207	109
Total: Students with no reported indication that the student has a most significant cognitive disability (Students with codes: C, J, K, F, G, L, I, H, D, E, Z, or missing)	446	237

The table below compares the number of students participating in a mathematics FSAA by an exceptionality category that is not indicative of a most significant cognitive disability during the 2020-21 and 2021-22 school years.

Table 15: Number of Students Taking FSAA by Specific Disabilities – Mathematics

Mathematics		
Exceptionality	**2020-21**	**2021-22**
EBD	96	71
SLD	50	12
SI	15	11
LI	215	127

Total: Students with no reported indication that the student has a most significant cognitive disability (Students with codes: C, J, K, F, G, L, I, H, D, E, Z, or missing)	466	257

The table below compares the number of students participating in a science FSAA by an exceptionality category that is not indicative of a most significant cognitive disability during the 2020-21 and 2021-22 school years.

Table 16: Number of Students Taking FSAA by Specific Disabilities – Science

Science		
Exceptionality	**2020-21**	**2021-22**
EBD	40	27
SLD	21	1
SI	6	6
LI	60	36
Total: Students with no reported indication that the student has a cognitive disability (Students with codes: C, J, K, F, G, L, I, H, D, E, Z, or missing)	157	93

The table below compares the number of students taking an FSAA that were not enrolled a subject's corresponding access course during the 2020-21 and 2021-22 school years.

Table 17: Number of Students Taking FSAA with No Access Courses

Number of Students Taking FSAA with No Access Courses		
Subject	**2020-21**	**2021-22**
ELA	988	521
Mathematics	743	413
Science	330	220

The table below compares the number of students taking an FSAA without a reported primary exceptionality during the 2020-21 and 2021-22 school years.

Table 18: Number of Students Taking FSAA with No Exceptionality

Number of Students Taking FSAA with No Exceptionality		
Subject	**2020-21**	**2021-22**
ELA	55	27
Mathematics	48	26
Science	18	8

The table below compares the number of LEAs that did not have students participating in the administration of any FSAAs during the 2020-21 and 2021-22 school years.

Table 19: Number of LEAs with No Students Taking FSAA

Number of LEAs with No Students Taking FSAA		
Subject	**2020-21**	**2021-22**
ELA	4	4
Mathematics	4	4
Science	4	4

The table below compares the percentages of all students assessed on statewide, standardized assessments, students with disabilities assessed on statewide, standardized assessments, and the percentage of students assessed on the statewide, standardized alternate assessment from the 2018-19 school year to the 2021-22 school year.

Table 20: Overall Rates of Statewide, Standardized Assessment:

	ELA			Mathematics			Science		
Year	**% Tested All (FSA and FSAA)**	**% Tested SWD (FSA and FSAA)**	**% Tested (FSAA only)**	**% Tested All (FSA and FSAA)**	**% Tested SWD (FSA and FSAA)**	**% Tested (FSAA only)**	**% Tested All (FSA and FSAA)**	**% Tested SWD (FSA and FSAA)**	**% Tested (FSA A only)**
2018-19	99.2%	98.4%	1.54%	98.4%	97.3%	1.63%	99.2%	96.1%	1.56%
2019-20*									
2020-21	95.7%	92.9%	1.40%	92.9%	89.9%	1.54%	91.6%	87.5%	1.56%
2021-22	98.6%	97.4%	1.46%	97.2%	95.7%	1.60%	96.5%	94.5%	1.53%
Change since 2018-19	-0.6%	-1.0%	-0.08%	-1.2%	-1.6%	-0.03%	-2.7%	-1.6%	-0.03%

*Note: the 2019-20 assessments were canceled pursuant to FDOE Emergency Order No. 2020-EO-01.

Requirement 3, 34 C.F.R. § 200.6(c)(4)(iii)

Definition of "Most Significant Cognitive Disabilities"

Consistent with guidance resulting from Florida's participation in the NCEO 1% Cap Community of Practice and the request of LEAs, Florida revised rule to include increased guidance specific to the definition of "most significant cognitive disabilities." Per these revisions to Rule 6A-1.0943, Florida Administrative Code (F.A.C.), Statewide Assessment for Students with Disabilities, which were approved by the SBE on June 10, 2021, "most significant cognitive disability" is now defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings, is a result of a congenital, acquired, or traumatic brain injury or syndrome, and is verified by either:

1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or
2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a LEA-determined procedure that has been approved by the FDOE under paragraph (5)(e) of this rule.

In determining whether a student has a cognitive disability that is among the most significant cognitive disabilities, IEP teams must carefully consider and remain cognizant that qualifying a student for standards-based instruction via access points can significantly affect the extent of a student's access to postsecondary opportunities. Furthermore, IDEA, the USED Office of Special Education Programs and the SEA provide clear expectations that the general education curriculum is the first consideration for providing educational services to SWD.

34 C.F.R. § 200.6(c)(4)(iii) Evidence That LEAs Followed the State's Participation Guidelines

Florida verifies that each LEA that exceeds the 1% cap understands and has adopted the FDOE's guidelines in this area by reviewing and approving their policies. Section 1003.57(1)(b)1., Florida Statutes (F.S.), requires that school boards submit to the FDOE proposed ESE policies and procedures (P&P) for the provision of special instruction and services for exceptional students once every three years. Approval of this document by the FDOE is required by Rule 6A-6.03411, F.A.C., as a prerequisite for an LEA's use of weighted cost factors under the Florida Education Finance Program. This document also serves as a basis for the identification, evaluation, eligibility determination, and placement of students to receive ESE services and is a component of the LEA's application for funds available under the IDEA. All approved ESE P&P are posted for public view at http://beessgsw.org/#/spp/institution/public/.

The following is the required AA-AAAS assurance component for the 2022-23 ESE P&P.

Assessment Based on Alternate Academic Achievement Standards

The decision that a student with a most significant cognitive disability will participate in the statewide, standardized alternate assessment as defined in section 1008.22(3)(d), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the FSAA per Rule 6A-6.0331(10), F.A.C., must be followed and the student must meet the following criteria per Rule 6A-1.0943, F.A.C.:

a. The student must receive 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;
b. 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;
c. The student must be receiving support through systematic, explicit, and interactive small-group instruction focused on foundational skills and instruction in the general education curriculum standards;
d. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;
e. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;
f. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;
g. Even with direct instruction in all core academic areas (i.e., ELA, mathematics, social studies, and science), the student exhibits limited or no progress on the general education curriculum standards and requires modifications;
h. 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 before the assessment;
i. 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 before the assessment;
j. 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); and
k. The student has a most significant cognitive disability as defined in paragraph (1)(f) of Rule 6A-1.0943, F.A.C.

A student is not eligible to participate in the statewide, standardized alternate assessment if any of the following apply:

a. The student is identified as a student with a specific learning disability or as gifted;
b. 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

c. The student scored a level 2 or above on a previous general statewide, standardized assessment administered according to section 1008.22(3)(a) and (b), 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.

LEA and IEP Team Requirements

If the IEP team determines that the student will participate in the statewide, standardized assessment through the AA-AAAS, the IEP must contain a statement of why the general assessment is not appropriate and why the AA-AAAS is appropriate. The IEP must also indicate that notification was made to the parent or guardian and that the implications of the student's participation in the statewide, standardized alternate assessment program were provided.

Administration of the AA-AAAS

The student's ESE teacher will administer the assessment individually. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAAS must be trained in administration procedures and receive annual updated training.

Course Instruction and Participation in Statewide, Standardized Assessment

IEP teams are responsible for determining whether SWD will be instructed in the general education curriculum standards or access points and, subsequently, assessed through the administration of the general statewide, standardized assessment (with or without accommodations) or AA-AAAS based on criteria outlined in Rule 6A-1.0943(5)(c) and (d), F.A.C. IEP teams will also have to determine whether students participating in the FSAA should be assessed via the FSAA – Performance Task or FSAA – Datafolio.

Step 1 – Checklist for Course and Assessment Participation

To facilitate informed and equitable decision making, IEP teams, should answer each of the following questions, which align with Rule 6A-1.0943, F.A.C., when determining the appropriate course of instruction and assessment:

1. Is the student identified only as 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?
2. Does the student receive ESE services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods before the assessment?
3. Does the student receive specially designed instruction which provides individualized instruction and intervention supports 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 is exhibiting very limited to no progress in the general education curriculum standards?

4. Does the student receive support through systematic, explicit, and interactive small-group instruction focused on foundational skills and instruction in the general education curriculum standards?
5. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards?
6. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards?
7. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards?
8. Even with direct instruction in all core academic areas (i.e., ELA, mathematics, social studies, and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications?
9. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome that is verified by either:
    - A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
    - An evaluation process with procedures to identify students with the most significant cognitive disabilities when a global, full-scale intelligent quotient score is unattainable this procedure must be approved by the FDOE and documented in the LEA's ESE P&P, as required by section 1003.57, F.S.
10. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.)
11. Did a certified teacher instruct the student for at least 80 percent of the prior school year? (Not applicable for transfer students.)
12. Was the assessment instrument used to measure the student's global level of cognitive functioning 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)?
13. Was the assessment instrument used to measure the student's global level of cognitive functioning 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)

Once the IEP team has determined that a student will be instructed in access points and participate in the FSAA, the next step is to determine how the student will be assessed – via the FSAA – Performance Task or FSAA – Datafolio. The FSAA – Datafolio is an alternate achievement standards-based assessment explicitly designed for students with the most significant cognitive disabilities who have limited to no formal mode of communication.

Parental Consent Form

Pursuant to Rule 6A-6.0331(10)(b), F.A.C., if the IEP team decides that the student will participate in access courses and be assessed via the FSAA, the parents and guardians of the student must give signed consent to have their child instructed in access points. Their child's achievement is measured based on alternate academic achievement standards. This decision must be documented on the Parental Consent Form — Instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, available at http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/parental-consent-form-prior-written-no.stml. In the event the parents/guardians fail to respond after reasonable efforts by the LEA to obtain consent, the LEA may provide instruction in access points and administer the FSAA. The IEP should include why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

Step 2 – Datafolio Participation Guidelines

After carefully reviewing the "Checklist for Course and Assessment Participation," the IEP team determined that the most meaningful evaluation of the student's current academic achievement is through participation in the FSAA. Next, the IEP team should answer the following questions when determining how the student will participate in the FSAA. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How the Student Will Participate in the FSAA	**YES**	**NO**
1. Does the student primarily communicate through cries, facial expression, eye gaze and change in muscle tone that requires interpretation by listeners/observers?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT requires actual physical assistance to follow simple directions?		
3. Does the student react primarily to stimuli (e.g., student only communicates being hungry, tired, uncomfortable, and sleepy)?		
Previous FSAA—Performance Task Performance (If Applicable)		
4. Has the student's previous performance on the FSAA—Performance Task provided limited information and reflected limited growth within Level 1? *		

*For a student in grade 3 or 4 or a student who does not have previous FSAA—Performance Task scores, question 4 does not apply.

If "NO" is selected for each of the first three questions, the IEP team should conclude that the FSAA—Performance Task is the more appropriate statewide, standardized assessment. If "YES" is selected for any of the first three questions and "YES" is also selected for fourth question (when applicable), then the IEP team should conclude that the FSAA – Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement.

Requirement 4, 34 C.F.R. § 200.6(c)(4)(iv)

Florida's 2021-2022 Activity Report

To decrease the percentage of students who participate in a modified curriculum and the FSAA, the FDOE has modified some of the components and activities in the AA-AAAS Participation Plan, approved 2019-20. Listed under each activity heading below is a report of progress made on that activity during the 2019-20 school year.

The FDOE has developed, implemented, and delivered supports to LEAs to ensure that guidelines are followed, and disproportionality issues are addressed.

Participation Plan

Improving the Implementation of State Guidelines

The FDOE has reviewed the definition of students with the "most significant cognitive disabilities" and revised the FSAA participation guidelines, as required by 34 C.F.R. § 200.6(c)(4)(iv)(A), to ensure that the FDOE has adequately addressed all guidelines included in 34 C.F.R. § 200.6(d). The FDOE has reviewed and updated supporting resources and documentation that all LEAs are provided.

- The FDOE actively participates in the 1% Community of Practice to learn with and from other states, continues to use guidance provided by national technical assistance centers, and incorporates resources and information gained. For example, when considering the LEA justifications submitted in the ESE P&P, FDOE staff referenced the *NCEO Tool 4 District Dialogue Guide: Addressing the Percentage of Students Participating in the Alternate Assessment* to help LEAs consider data sources, methods of analysis, and other information about the percentage of students participating in the FSAA.
- The SBE approved revisions to Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities, at the SBE meeting on June 10, 2021. Rule 6A-1.0943, F.A.C., was revised to establish a definition for "most significant cognitive disability" and specify the exclusionary and inclusionary criteria required for a student to participate in the administration of the statewide, standardized alternate assessment.

Support and Oversight of LEA Implementation

In addition to updated FSAA participation guidelines, the FDOE provides oversight, technical assistance, and supports, as required by 34 C.F.R. § 200.6(c)(4)(iv)(B), to promote the proper implementation of the guidelines by LEAs. Florida provides a multi-tiered system of support (MTSS) to assist all LEAs in problem-solving and data-based decision making. Tier 1 (universal supports) includes general, statewide support designed to inform, assist, and improve results for all LEAs. Tier 2 (supplemental supports) includes more focused, targeted, frequent support aligned with universal support provided to LEAs' subgroups in response to identified needs. Tier 3 (intensive supports) is the most focused, targeted, frequent support in addition to and aligned with universal supports provided to individual LEAs in response to identified needs. Based on the FSAA participation data, LEAs with the highest number and the highest percentage of students participating in the FSAA are provided universal, targeted, and individualized supports. Professionals within the FDOE Bureau of Exceptional Education and Student Services (BEESS), the Bureau of K-12 Assessment and staff of several discretionary projects, including the ACCESS Project, the Florida Inclusion Network (FIN), and the Florida

Diagnostic & Learning Resources System (FDLRS), are dedicated to supporting all LEAs in the appropriate instruction and assessment of SWD, including students with the most significant cognitive disabilities.

The following is based on the FDOE AA-AAAS Participation Plan.

Universal Professional Development and Supports (Tier 1)

FDOE provides universal resources, technical assistance, and supports to all LEAs to improve the implementation of FSAA participation guidelines. Listed below are the universal resources, technical assistance, and support FDOE has provided and enhanced to meet the needs of LEAs as they work to provide the most appropriate instruction and aligned assessments to all students.

- An Assessment Planning Resource Guide for IEP Teams includes the definition of significant cognitive disability and a decision tree for IEP teams.
    - An updated version of this guide with be posted in November 2022 on the FSAA Portal to reflect the revisions to Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities.

- *Content Differentiation with ACCESS Project – Datafolio Session 2* is a training module available on the FSAA Portal. This module reviews how to differentiate content and meet the requirement to submit scoreable evidence for the FSAA – Datafolio.
    - September 12, 2022 – The ACCESS Project, a discretionary project created to provide technical assistance and training to stakeholders regarding the instruction of students with disabilities on access points, met with the FDOE assessment office and BEESS to discuss developing, recording, and posting the module.
    - September 19, 2022 – The FDOE assessment office posted the completed module on the FSAA Portal.

- The *Updates to Access Points – Alternate Academic Achievement Standards (AP-AAAS)* presentation is another resource available for stakeholders. This module reviews the SBE's approved revisions to Rule 6A-1.0943, F.A.C.
    - March 6, 2022 – FDOE made this resource available to all stakeholders on the FDOE website at https://www.fldoe.org/core/fileparse.php/7690/urlt/Spring22AP-AAAS.pdf.

- Florida's Access Points – Academic Achievement Standards Brochure provides LEAs and families with an overview of AP-AAAS.
    - March 14, 2022 – The ACCESS Project developed this brochure to build a deeper understanding of AP-AAAS in families.

- BEESS holds Directors' Calls with ESE directors throughout the school year. During the call held on March 3, 2022, information was provided to the participants regarding the definition of "most significant cognitive disability" and the eligibility requirements, per Rule 6A-1.0943, F.A.C., to participate in Florida's alternate academic assessment.

- All LEAs must complete annually a self-assessment process which is validated and reviewed by the SEA to identify additional technical assistance opportunities concerning student eligibility for AP-AAAS instruction and participation in the FSAA. The protocol for this process is outlined in the *Participation in Alternate Assessments Protocol* document found at https://www.fldoe.org/academics/exceptional-student-edu/monitoring/.

- Professionals within BEESS, the Bureau of K-12 Student Assessment, and BEESS-managed discretionary projects, including the ACCESS Project, FIN, and FDLRS, are dedicated to supporting all LEAs in the appropriate instruction and assessment of students with disabilities, including students with the most significant cognitive disabilities. Such support is provided through training, meetings, and presentations at regional and statewide conferences, including the examples below:
    - December 14-16, 2021 – BEESS staff presented on AP-AAAS at the Administrator's Management Meeting (AMM), an annual meeting hosted by BEESS for the purpose of providing updates and technical assistance to LEA administrators regarding the education of students with disabilities. The purpose of this presentation was to provide LEA administrators of ESE and student services programs, representatives of college and university training programs, special/discretionary projects personnel, state agency programs, and the Florida School for the Deaf and the Blind technical assistance and guidance relating to the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students with the most significant cognitive disability to be instructed on access points and participate in the FSAA.
    - January 4, 2022 – The ACCESS Project collaborated with Panhandle Area Educational Consortium (PAEC) and trained Walton County to deliver AP-AAAS instruction in the general education setting and eligibility requirements. PAEC is a group of 14 LEAs that serves approximately 46,000 students, and the purpose of this consortium is to provide services to meet the needs of their LEAs and maximize student achievement.
    - January 19, 2022 – The ACCESS Project presented *2021-2022 School Year Updates by ACCESS Project* during two sessions at the Institute for Small and Rural Districts (ISRD) Winter Institute. These two sessions provided participants with technical assistance regarding the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students to be instructed on access points and participate in the FSAA. The presentation also included updates on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards-aligned access points and access courses.
    - January 25, 2002 – The ACCESS Project met with the Northeast Area Educational Consortium (NEFEC) to discuss training for teachers on AP-AAAS in the general education classroom and eligibility requirements. NEFEC is a consortium similar to PAEC serving the Northeast region of Florida LEAs.
    - January 26, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants relating to AP-AAAS and the FSAA.
    - February 24, 2022 – The ACCESS Project attended the Center School Principal Meeting and provided technical assistance related to eligibility requirements for instruction of AP-AAAS and the administration of the FSAA – Datafolio and FSAA – Performance Task.
    - April 28, 2022 – BEESS staff presented on AP-AAAS at FL-PASS. The purpose of this presentation was to provide staffing specialists technical assistance and support on the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students to participate in the FSAA.
    - April 28, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants and related to AP-AAAS eligibility requirements and FSAA.
    - May 26, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants and related to AP-AAAS and FSAA.
    - May 27, 2022 – In collaboration with FIN, the ACCESS Project presented *What Parents Need to Know About Access Points and Inclusion* at the Annual Family Café. The Annual Family Café brings together thousands of people with disabilities and their family members for three days of education, training, and networking each year.

- May 28, 2022 – BEESS staff presented at the Annual Family Café. The presentation was an overview of AP-AAAS. Families were informed of the eligibility criteria for students being instructed in AP-AAAS and for participating in the FSAA. A high-level overview of access course enrollment versus class placement was also addressed, in addition to information on the supports available for students with cognitive impairments who are instructed in the general education classroom. Finally, the presentation also addressed the potential implications of instruction in AP-AAAS and participation in the FSAA.
- June 8, 2022 – The ACCESS Project gave a presentation at the Mathematics Summer Institute regarding the revisions made to Rule 6A-1.0943, F.A.C., and the new AP-AAAS alignment with the B.E.S.T. Standards for mathematics as well as the available supports for students with cognitive impairments in the general education classroom.
- June 16, 2022 – The ACCESS Project presented *Content Differentiation for AP-AAAS* at the Datafolio in the Panhandle FSAA Training.
- June 21, 2022 – The ACCESS Project delivered two presentations at the Just Read, Florida! Summer Literacy Institute regarding the revisions made to Rule 6A-1.0943, F.A.C., and the new B.E.S.T. Standards-aligned AP-AAAS for ELA as well as the available supports for students with cognitive impairments in the general education classroom.
- July 19-21, 2022 – BEESS hosted the 1st Annual Special Education Summer Institute (SESI) in Orlando, FL. The purpose of SESI was to provide support and to build capacity with the implementation of instruction in the new B.E.S.T. Standards for students with disabilities to include instruction in the new B.E.S.T. Standards-aligned access points and eligibility requirements to LEA and school level teams.
- July 19-21, 2022 – The ACCESS Project presented at ten sessions during SESI. Session topics included: *Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Implementation for Students with Disabilities English Language Arts (ELA)*, *Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Implementation for Students with Disabilities - Math*, *All Means All: How Implementation Science Can Support Your MTSS for Students with Significant Cognitive Disabilities,* and *Planning for Instruction to Include Students with the Most Significant Cognitive Disabilities*.
- July 27, 2022 – The ACCESS Project delivered content differentiation training sessions at Datafolio FSAA Training in Tampa, FL. During this training, educators learned how to differentiate instruction by utilizing universal design for learning (UDL) and adapting materials to be accessible to all learners.
- July 27, 2022 – In collaboration with FIN region 2 staff, the ACCESS Project delivered training on instruction on AP-AAAS in the general education setting.
- August 30-31, 2022 – During the Annual Accountability and Assessment Coordinator Meeting, BEESS staff members presented on the amendments to Rule 6A-1.0943, F.A.C., Statewide Assessments for Students with Disabilities.
- August 31, 2022 – The ACCESS Project delivered training on content differentiation at Datafolio FSAA Training in Orlando.

- LEAs are required to submit annually FSAA Assurances. With these submissions, LEAs assure that each student scheduled to be assessed via the FSAA meets the criteria of Rule 6A-1.0943, F.A.C., which includes conditions for determining if the student has a most significant cognitive disability. The FSAA Assurances data analysis included a review of each student, including primary exceptionality, verification of signed parental consent, IEP justification for the appropriateness of participation in alternate assessment, the last IEP review date, and the courses the student was enrolled in. FSAA Assurances are submitted to FDOE via a secure protocol by the end of February. FDOE staff review these data extensively with LEA personnel during the LEA Data Discussions.

- February 4, 2022 – Senior Chancellor Jacob Oliva provided all superintendents and ESE directors, via email, with the 2022 Florida Standards Alternate Assessment Assurance Process (due March 31, 2022) and Updates Regarding K-12 Access Points Standards and Access Course Availability memorandum.
- March 31, 2022 – Deadline for LEAs to submit 2022 FSAA Assurances to FDOE

Targeted Technical Assistance and Supports (Tier 2)

- After reviewing FSAA Participation and FSAA Assurances data, LEA staff met with FDOE staff to review the data during 1 % LEA Data Discussions. Data related to ESSA subgroups' performance, significant disproportionality, exceptionality, course enrollment, assessment alignment, parent consent obtained, and participation rate as well as data entry were addressed during these discussions. Technical assistance and support were provided virtually, and a digital copy of the data reviewed were provided to LEAs. More detailed information about these discussions is provided in Appendix A.
- Professionals within BEESS, the Bureau of K-12 Student Assessment, and several BEESS-managed discretionary projects, including the ACCESS Project, FIN, and FDLRS, support LEAs and provide targeted technical assistance, including the following examples:
  - January 5, 2022 – The ACCESS Project collaborated with PAEC and trained Calhoun County on eligibility requirements and how to deliver AP-AAAS instruction in the general education setting.
  - January 6, 2022 – The ACCESS Project delivered the *Present Levels of Academic and Functional Performance for Students on AP-AAAS* training for educators in Holmes County. This training provides direction on utilizing data to construct well-written present-level statements for IEP.
  - January 7, 2022 – The ACCESS Project trained Bay County educators how to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
  - January 10, 2022 – The ACCESS Project trained Sarasota County educators how to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
  - January 18, 2022 – The ACCESS Project met with St. Johns County to discuss the need for training and guidance concerning inclusive scheduling and advice on the inclusion of students being instructed on access points in the general education classroom with their peers without disabilities taught on general education curriculum standards.
  - January 20, 2022 – The ACCESS Project trained Sarasota County educators to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
  - January 20, 2022 – The ACCESS Project met with FIN of Sarasota County to provide technical assistance on the implementation of inclusive scheduling and guidance on the inclusion of students being instructed on access points in the same settings as their peers without disabilities taught on general education curriculum standards.
  - January 20, 2022 – The ACCESS Project met with Gadsden County LEA administration to discuss professional development needs.
  - January 22, 2022 – The ACCESS Project trained educators in Gadsden County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
  - February 25, 2022 – The ACCESS Project presented at the Santa Rosa Exceptional Student Education Administrative Symposium. The ACCESS Project presented on the topics of the new eligibility requirements for the most significant cognitive disability as well as an overview of AP-AAAS and resources that support instruction on AP-AAAS.
  - March 23, 2022 – In collaboration with FIN, the ACCESS Project delivered the *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* training to Sarasota County educators.

- April 11, 2022 – The ACCESS Project trained Sarasota County educators on how to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
- April 12, 2022 – The ACCESS Project met with Collier County LEA administration to provide one-on-one technical assistance in delivering instruction to students on access points in the general education classroom alongside their peers that are instructed on general education curriculum standards.
- April 14, 2022 – The ACCESS Project met with the Bureau of Standards and Instructional Support (BSIS) and BEESS to discuss preparation for the Summer Mathematics Institutes.
- April 27, 2022 – The ACCESS Project provided technical assistance and guidance to Miami-Dade County regarding the instruction and delivery of B.E.S.T. Standards-aligned AP-AAAS in inclusive educational settings and eligibility requirements.
- May 3, 2022 – The ACCESS Project delivered training to educators in Sarasota County on the implementation of instruction on AP-AAAS in the general education setting.
- May 7, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.
- May 9, 2022 – The ACCESS Project met with FIN to discuss training opportunities for Wakulla County for students with the most significant cognitive disabilities being instructed on Access points and inclusive scheduling.
- May 20, 2022 – The ACCESS Project met with Bay County to discuss training needs for the upcoming school year specific to students with the most significant cognitive disabilities being instructed on access points.
- May 23, 2022 – The ACCESS Project participated in Leon County's Best Practices for Inclusive Education Plan planning. During this meeting, project team members provided support on inclusive scheduling and guidance on the inclusion of students being instructed on access points in the same settings as their peers without disabilities taught on general education curriculum standards.
- May 25, 2022 – The ACCESS Project trained Lafayette County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.
- May 26, 2022 – The ACCESS Project met with Hillsborough County to discuss how students on AP-AAAS could be scheduled in general education classrooms.
- June 1, 2022 – The ACCESS Project presented the B.E.S.T. Standards-aligned AP-AAAS at Leon County's Simply the B.E.S.T. 2022 conferences.
- June 1, 2022 – In collaboration with FIN, ACCESS delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.
- June 2, 2022 – In collaboration with FIN, ACCESS delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.
- June 6, 2022 – In collaboration with FIN, ACCESS delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.
- June 7, 2022 – The ACCESS Project trained Walton County on delivering instruction on AP-AAAS in the general education setting.
- June 23, 2022 – The ACCESS Project met with Sarasota County to share information regarding B.E.S.T. Standards-aligned AP-AAAS and inclusive scheduling and guidance on the inclusion of students being instructed on access points in the same settings as their peers without disabilities taught on general education curriculum standards.
- June 29, 2022 – The ACCESS Project presented the B.E.S.T. Standards-aligned AP-AAAS at Leon County's Simply the B.E.S.T. 2022 conferences. During this training, educators learn how to differentiate instruction by utilizing UDL and adapting materials to be accessible to all learners.

- August 1, 2022 – The ACCESS Project delivered training on differentiating instruction by utilizing UDL and adapting materials to be accessible to all learners. The targeted audience was secondary educators supporting students on AP-AAAS in St. Johns County.
- August 1, 2022 – The ACCESS Project delivered training to Sarasota educators on the integration of instructing students on AP-AAAS in the general education setting and eligibility requirements.
- August 2, 2022 – The ACCESS Project delivered the Present Levels of Academic and Functional Performance for Students on AP-AAAS training to Wakulla County educators. This training provides direction on utilizing data to construct well-written present-level statements for IEPs.
- August 3, 2022 – The ACCESS Project presented *B.E.S.T. AP-AAAS* and updates to educators in Hillsborough County.
- August 4, 2022 – In collaboration with FIN, the ACCESS Project trained on *Planning for Instruction for Students on AP-AAAS* in Lafayette County.
- August 5, 2022 – The ACCESS Project presented *B.E.S.T. AP-AAAS* to Orange County.
- August 8, 2022 – The ACCESS Project conducted a Present Levels of Academic and Functional Performance for students on AP-AAAS for Sarasota County.
- August 9, 2022 – The ACCESS Project presented *B.E.S.T. AP-AAAS* to Leon County.
- August 9, 2022 – The ACCESS Project delivered training to DeSoto County educators on AP-AAAS and supporting students in general education classrooms.
- August 10, 2022 – The ACCESS Project trained on B.E.S.T. Standards-aligned AP-AAAS and resources to Duval County.
- August 18, 2022 – The ACCESS Project met with Nassau County to discuss future training opportunities for access in the general education setting.
- August 18, 2022 – The ACCESS Project met with Clay County to discuss training options and the LEA's needs for AP-AAAS.
- August 23, 2022 – The ACCESS Project conducted a Present Levels of Academic and Functional Performance for students on AP-AAAS for Bay County.
- August 24, 2022 – The ACCESS Project met with Santa Rosa County to discuss LEA needs and how the ACCESS Project could support with training.
- September 1, 2022 – The ACCESS Project met with Leon County to discuss the upcoming principal presentation from FIN and the ACCESS Project.
- September 1, 2022 – The ACCESS Project met with FIN to review *Planning for Instruction* training for Sarasota County.
- September 6, 2022 – The ACCESS Project delivered two training courses on instruction on AP-AAAS in the general education setting for Hamilton County.
- September 7, 2022 – The ACCESS Project delivered training on instruction on AP-AAAS in the general education setting for Clay County.
- September 7, 2022 – The ACCESS Project presented an overview of AP-AAAS for Leon County Principals.
- September 8, 2022 – The ACCESS Project disseminated printed copies of the AP-AAAS Brochure to Volusia County and Santa Rosa County.
- September 13, 2022 – The ACCESS Project met with Duval County in collaboration with FIN to discuss training options for Duval County teachers supporting students on AP-AAAS in general education settings.
- September 14, 2022 – The ACCESS Project delivered training on B.E.S.T. Standards-aligned AP-AAAS in Santa Rosa County.
- September 15, 2022 – In collaboration with FIN, the ACCESS Project delivered the *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* training to

Sarasota County educators. This training walks educators through the inclusive scheduling models; and how to instruct students being instructed on access points alongside peers that are being instructed on general education curriculum standards.
    - September 16, 2022 – The ACCESS Project met with Indian River County to discuss LEA training needs and how the ACCESS Project could support them.
    - September 19, 2022 – The ACCESS Project presented four sessions at the Suwannee County Professional Development Day on AP-AAAS in the general education setting and eligibility requirements.

Intensive Individualized Interventions and Supports (Tier 3)

The FDOE provides additional, more frequently focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core universal professional development, interventions, and supports.

- 1 % LEA Data Discussions – After reviewing FSAA Participation and FSAA Assurances data, LEA staff met with FDOE staff to review the data. ESSA subgroups, significant disproportionality, exceptionality, course enrollment, assessment alignment, parent consent obtained, participation rate, and data entry are topics addressed during these discussions. Technical assistance and support are provided virtually, and a digital copy of the data reviewed is provided to the LEA. See Appendix A for support provided to LEAS.
- LEAs identified as non-compliant through the 1% Monitoring and Compliance activity for AA-AAAS participation must engage in frequent technical assistance and the submission of documentation indicating the completion of a corrective action plan within one year of the finding(s) of noncompliance related to AA-AAAS participation.
    - During the 2020-21 1% Monitoring and Compliance activity for AP-AAAS participation, 24 LEAs were identified as non-compliant and participated in corrective action plans to improve LEA protocol for determining if a student has a "most significant cognitive disability" and for finding them eligible to be instructed on alternate academic achievement standards and to participate in the FSAA. All LEAs completed their corrective action plans within the permitted time frame.
    - During the 2021-22 1% Monitoring and Compliance activity for AP-AAAS participation, 21 LEAs were identified as non-compliant and participated in additional technical assistance discussions to improve LEA protocol for obtaining parental consent for the student to be instructed on alternate academic achievement standards and to participate in the FSAA. All LEAs completed their additional discussions within the permitted time frame.
- LEAs with over 1% of their students on FSAA will provide a justification, which must include a reason for the overage, as part of the tri-annual ESE P&P update process. This information will be reviewed and approved by FDOE before publishing online.
    - LEA justifications are accessible to the public through the BEESS General Supervision Website here: https://beessgsw.org/#/spp/institution/public/

Addressing Disproportionality

The FDOE will continue to address any disproportionality issues, as required by 34 C.F.R. § 200.6(c)(4)(iv)(C). LEA-level relative risk ratios will be calculated for all student subgroups included in 1111(c)(2)(A), (B), and (D) of ESSA for all four content areas.

The FDOE will determine the need for improvements at the state and LEA levels following thorough data analysis of these relative risk ratios. Technical assistance and supports will be provided to LEAs as deemed appropriate.

Reporting: The FDOE requires the following FSAA participation reporting:

The FDOE Reporting to LEAs

The FDOE provides annual data reports to LEAs that identify trends and patterns in FSAA participation at the LEA and school levels. These reports are used to inform and, if necessary, improve local FSAA implementation efforts.

- During the 1% LEA Data Discussion, this information was reviewed and compared to the 2022 FSAA Assurances. LEAs were able to identify data entry errors and trends that were taking place (i.e., primary exceptionalities identified not being the most educationally relevant and students enrolled in the incorrect courses).

LEA Reporting to the FDOE

Any LEA above 1% FSAA participation will be required (34 C.F.R. § 200.6(c)(3)(ii)) to submit information to the FDOE with a justification for exceeding the 1% threshold of students taking the FSAA.

The FDOE Reporting to the Public

Under ESSA, the FDOE must make LEA justifications for exceeding 1%, as submitted above, available to the public as long as doing so does not reveal any personally identifiable student information (34 C.F.R. §200.6(c)(3)(iv)). Currently, these justifications can be found at http://beessgsw.org/#/spp/institution/public/.

Timeline

December 14-16, 2022 – FDOE staff presented *The Updates to Access Points – Alternate Academic Achievement Standards (AP-AAAS)* at AMM. The purpose of this presentation was to provide LEA administrators of ESE and student service programs, representatives of college and university training programs, special/discretionary projects personnel, state agency programs, and the Florida School for the Deaf and the Blind with technical assistance and guidance relating to the eligibility requirements, per Rule 6A-1.0943 F.A.C., for students with the most significant cognitive disability to be instructed on alternate academic achievement standards and to participate in the FSAA.

January 4, 2022 – The ACCESS Project collaborated with PAEC and trained Walton County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 5, 2022 – The ACCESS Project collaborated with PAEC and trained Calhoun County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 6, 2022 – The ACCESS Project delivered the *Present Levels of Academic and Functional Performance for Students on AP-AAAS* training for educators in Holmes County. This training provided direction on utilizing data to construct well-written present-level statements for IEPs.

January 7, 2022 – The ACCESS Project trained Bay County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 7, 2022 – Senior Chancellor Jacob Oliva sent a memorandum to all superintendents entitled District Specific Procedure for Extraordinary Circumstances for the Unattainable Intelligence Quotient (IQ) Score per Rule 6A-1.0943, F.A.C.

January 10, 2022 – The ACCESS Project trained Sarasota County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 18, 2022 – The ACCESS Project met with St. Johns County to discuss the need for training and guidance relating to inclusive scheduling and the inclusion of students being instructed on access points in the general education classroom with their peers without disabilities in the general education curriculum standards.

January 19, 2022 – The ACCESS Project presented *2021-2022 School Year Updates by ACCESS Project* at the Institute for Small and Rural Districts (ISRD) Winter Institute. These two sessions provided participants with technical assistance regarding the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students to be instructed on alternate academic achievement standards and participate in the FSAA. The presentation also included updates on B.E.S.T. Standards-aligned access points and Access Courses.

January 20, 2022 – The ACCESS Project trained Sarasota County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 20, 2022 – The ACCESS Project met with FIN from Sarasota County to provide technical assistance on the implementation of inclusive scheduling and guidance on the inclusion of students being instructed on access points in the same settings as their peers without disabilities taught on general education curriculum standards.

January 20, 2022 – The ACCESS Project met with Gadsden County to discuss alternative training options.

January 22, 2022 – The ACCESS Project trained educators in Gadsden County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

January 25, 2002 – The ACCESS Project met with NEFEC to discuss training for teachers on AP-AAAS in the general education classroom and eligibility requirements.

January 26, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants relating to AP-AAAS and FSAA.

February 1, 2022 – The ACCESS Project and BEESS met to discuss the BEESS Portal facilitated professional development course for AP-AAAS.

February 1, 2022 – Notice of Development of Rulemaking was posted in the Florida Administrative Register (F.A.R.) for Rule 6A-1.09401, F.A.C., Student Performance Standards, to inform the public of the opportunity to provide feedback and suggestions to the proposed rule language via a public workshop to be held on February 15, 2022.

February 3, 2022 – The ACCESS Project delivered the *Present Levels of Academic and Functional Performance for Students on AP-AAAS* training to educators in Collier County. This training provides direction on utilizing data to construct well-written, present-level statements for IEPs.

February 4, 2022 – Senior Chancellor Jacob Oliva provided all superintendents and ESE Directors,

via email, with the 2022 Florida Standards Alternate Assessment Assurance Process (due March 31, 2022) and Updates Regarding K-12 Access Points Standards and Access Course Availability memorandum.

February 18, 2022 – Deadline for LEAs to submit the District Specific Procedure for Extraordinary Circumstances for the Unattainable Intelligence Quotient (IQ) Score, per Rule 6A-1.0943, F.A.C., to BEESS for approval.

February 24, 2022 – The ACCESS Project attended the Center School Principal Meeting and provided technical assistance related to the instruction of AP-AAAS and the administration of the FSAA – Datafolio and the FSAA – Performance Task.

February 25, 2022 – The ACCESS Project presented at the Santa Rosa Exceptional Student Education Administrative Symposium. The presentation included information on the new eligibility requirements for the most significant cognitive disability to the whole group. The ACCESS Project also presented at three break-out sessions on an overview of AP-AAAS and resources that support instruction on AP-AAAS.

March 3, 2022 – FDOE staff presented *The Updates to Access Points – Alternate Academic Achievement Standards (AP-AAAS)* presentation on the ESE Directors' Call. The purpose of this presentation was to provide technical assistance and support relating to the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students with the most significant cognitive disability to be instructed on AP-AAAS and participate in the FSAA.

March 7, 2022 – Notice of Development of Rulemaking was posted to the F.A.R. for Rule 6A-1.09414, F.A.C., PK-12 Exceptional Student Education Courses, to inform the public of the workshop held on March 21, 2022, and provide the public a platform for comment.

March 14, 2022 – The ACCESS Project developed a brochure to explain what AP-AAAS are for families.

March 23, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.

March 31, 2022 – The ACCESS Project trained Sarasota County to deliver AP-AAAS instruction in the general education setting.

March 31, 2022 – Deadline for 2022 FSAA Assurances to be submitted via FDOE's secure data-sharing mechanism of ShareFile by LEAs.

April 5-12, 2022 – *The Updates to Access Points – Alternate Academic Achievement Standards (AP-AAAS)* presentation was presented at the Meeting for LEA primary contacts for students with intellectual disabilities (InD). The purpose of this presentation was to provide participants with specific technical assistance and support regarding the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students with the most significant cognitive disability to participate in the FSAA and to be instructed on AP-AAAS.

April 11, 2022 – The ACCESS Project trained Sarasota County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

April 12, 2022 – The ACCESS Project met with Collier County to provide one-on-one technical assistance in delivering instruction to students on access points in the general education classroom alongside their peers that are instructed on general education curriculum standards.

April 27, 2022 – The ACCESS Project provided technical assistance and guidance to Miami-Dade County regarding the instruction and delivery of B.E.S.T. Standards-aligned AP-AAAS in inclusive educational settings and eligibility requirements.

April 28, 2022 – FDOE staff presented *The Updates to Access Points – Alternate Academic Achievement Standards (AP-AAAS)* at the Florida Professional Association of Staffing Specialists (FL-PASS). The purpose of this presentation was to provide staffing specialists provide technical assistance and support on the eligibility requirements, per Rule 6A-1.0943, F.A.C., for students to participate in the FSAA.

April 28, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants relating to AP-AAAS eligibility requirements and FSAA.

April 29, 2022 – The ACCESS Project collaborated with FIN, Just Read, Florida!, Florida Diagnostic & Learning Resources System, Florida Problem Solving/Response to Intervention Project, and BEESS staff to develop six different break-out sessions for SESI.

May 3, 2022 – The SBE approved revisions to Rule 6A-1.09401, F.A.C., at a meeting on March 30, 2022. Rule 6A-1.0943, F.A.C., was revised to include the new K-12 B.E.S.T. Standards-aligned access points for ELA and mathematics.

May 3, 2022 – The ACCESS Project delivered training to educators in Sarasota County on the implementation of instruction on AP-AAAS in the general education setting.

May 5, 2022 – FDOE staff presented a presentation on the NCEO 1% Community of Practice call to other states. The purpose of this presentation was to highlight the ways in which Florida informs all stakeholders on the eligibility criteria to participate in the alternate assessment, with a particular emphasis on informing families.

May 7, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.

May 9, 2022 – The ACCESS Project met with FIN to discuss training opportunities for Wakulla County regarding students with the most significant cognitive disabilities being instructed on access points in inclusive scheduling.

May 11, 2022 – Notice of Development of Rulemaking was posted in the F.A.R. for Rule 6A-6.0331, F.A.C., General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation, and the Provision of Exceptional Student Education Services, to inform the public of the workshop held on May 25, 2022.

May 20, 2022 – The ACCESS Project met with Bay County to discuss training needs for the upcoming school year specific to students with the most significant cognitive disabilities being instructed on access points in inclusive settings

May 23, 2022 – The ACCESS Project participated in Leon County's Best Practices for Inclusive Education Plan planning. During this meeting, project team members provided support specific to inclusive scheduling and guidance on the inclusion of students being instructed on access points in the same settings as their peers without disabilities taught on general education curriculum standards.

May 25, 2022 – The ACCESS Project trained Lafayette County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

May 26, 2022 – The ACCESS Project met with Hillsborough County to discuss how students on AP-AAAS could be scheduled in general education classrooms.

May 26, 2022 – 1% LEA Data Discussion with Madison County.

May 26, 2022 – The ACCESS Project attended the Center School Principal Meeting. The topics discussed were self-generated by the participants and related to AP-AAAS and FSAA.

May 27, 2022 – In collaboration with FIN, the ACCESS Project presented *What Parents Need to Know About Access Points and Inclusion* at the Annual Family Café.

May 28, 2022 – FDOE staff gave a presentation at Family Café to overview AP-AAAS. Information was presented to inform families of the eligibility criteria for students being instructed in AP-AAAS and participating in the FSAA. A high-level overview of access course enrollment versus class placement was addressed and information about available support for students with cognitive impairments in the regular education classroom was provided. Potential implications of instruction in AP-AAAS and participation in alternate assessments were also discussed.

June 1, 2022 – The ACCESS Project presented the *B.E.S.T. Standards-aligned AP-AAAS* at Leon County's Simply the B.E.S.T. 2022 conferences.

June 1, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.

June 2, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.

June 6, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* to Sarasota County educators.

June 7, 2022 – The ACCESS Project trained Walton County to deliver AP-AAAS instruction in the general education setting.

June 8, 2022 – The ACCESS Project gave a presentation at the Mathematics Summer Institute

regarding the revisions made to Rule 6A-1.0943, F.A.C. and the new B.E.S.T. Standards-aligned AP-AAAS for mathematics. The presenters also provided information about available support for students with cognitive impairments in the regular education classroom.

June 14, 2022 – The SBE approved revisions to Rule 6A-1.09414, F.A.C., at a meeting on May 11, 2022. Rule 6A1.0943, F.A.C., was revised to include the new K-12 B.E.S.T. Standards-aligned access points for ELA and mathematics in the PK-12 ESE courses.

June 16, 2022 – The ACCESS Project presented *Content Differentiation for AP-AAAS* at Datafolio in the Panhandle FSAA Training.

June 21, 2022 – The ACCESS Project gave two presentations at the Just Read, Florida! Summer Literacy Institute regarding the revisions made to Rule 6A-1.0943, F.A.C., and the new B.E.S.T. Standards-aligned AP-AAAS for ELA and information about available support for students with cognitive impairments in the regular education classroom.

June 22, 2022 – The ACCESS Project gave a presentation at the Mathematics Summer Institute regarding the revisions made to Rule 6A-1.0943, F.A.C., and the new B.E.S.T. Standards-aligned AP-AAAS for mathematics and information about support for students with cognitive impairments in the regular education classroom.

June 23, 2022 – The ACCESS Project met with Sarasota County to share information regarding the B.E.S.T. Standards-aligned AP-AAAS. During this training, the ACCESS Project provided educators with one-on-one technical assistance on implementing the instruction of the B.E.S.T. Standards-aligned AP-AAAS in the general education classroom and content differentiation.

June 29, 2022 – The ACCESS Project gave a presentation at the Mathematics Summer Institute regarding the revisions made to Rule 6A-1.0943, F.A.C., and the new B.E.S.T. Standards-aligned AP-AAAS for mathematics as well as the available support for students with cognitive impairments in the regular education classroom.

June 29, 2022 – The ACCESS Project presented the *B.E.S.T. AP-AAAS* at Leon County's Simply the B.E.S.T. 2022 conferences. During this training, the ACCESS Project provided educators with technical assistance in implementing the instruction of B.E.S.T. Standards-aligned AP-AAAS in the general education classroom and content differentiation.

July 18, 2022 – The ACCESS Project presented at Flagler County's Transformers Conference on how to support students on AP-AAAS in general education classrooms.

July 19-21, 2022 – BEESS hosted the 1st Annual SESI in Orlando. The purpose of SESI was to provide support and to build capacity with the implementation of the new B.E.S.T. Standards for students with disabilities to include eligibility requirements and instruction in the new B.E.S.T. Standards-aligned access points to LEA and school level teams.

July 19-21, 2022 – The ACCESS Project presented at ten sessions during the SESI. Session topics included: *Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Implementation for Students with Disabilities English Language Arts (ELA)*, *Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Implementation for Students with Disabilities - Math*, *All Means All:*

How Implementation Science Can Support Your MTSS for Students with Significant Cognitive Disabilities, and *Planning for Instruction to Include Students with the Most Significant Cognitive Disabilities*.

July 25, 2022 – The ACCESS Project trained Sarasota County to deliver AP-AAAS instruction in the general education setting and eligibility requirements.

July 25, 2022 – The ACCESS Project delivered training to secondary educators in Osceola County on AP-AAAS, developing communication and updates.

July 26, 2022 – The ACCESS Project delivered the *Present Levels of Academic and Functional Performance for Students on AP-AAAS* training to Manatee County educators. This training provides direction on utilizing data to construct well-written present-level statements.

July 27, 2022 – The ACCESS Project delivered the *Content Differentiation* training sessions at Datafolio FSAA Training in Tampa. During this training, educators learn how to differentiate instruction by utilizing UDL and adapting materials to be accessible to all learners.

July 27, 2022 – In collaboration with FIN region 2, the ACCESS Project delivered training on instruction on AP-AAAS in the general education setting.

August 1, 2022 – The ACCESS Project delivered training on differentiating instruction by utilizing UDL and adapting materials to be accessible to all learners the targeted audience was secondary St. Johns County teachers supporting students on AP-AAAS.

August 1, 2022 – The ACCESS Project delivered training to Sarasota County educators on the integration of instructing students on AP-AAAS in the general education setting and eligibility requirements.

August 2, 2022 – The ACCESS Project delivered the *Present Levels of Academic and Functional Performance for Students on AP-AAAS* training to Wakulla County educators. This training provides direction on utilizing data to construct well-written present-level statements for IEPs.

August 3, 2022 – The ACCESS Project presented *B.E.S.T. AP-AAAS* and updates to educators in Hillsborough County.

August 4, 2022 – In collaboration with FIN, the ACCESS Project trained on *Planning for Instruction for Students on AP-AAAS* in Lafayette County.

August 5, 2022 – The ACCESS Project presented B*.E.S.T. AP-AAAS* to Orange County.

August 8, 2022 – The ACCESS Project conducted a *Present Levels of Academic and Functional Performance for Students on AP-AAAS* for Sarasota County.

August 9, 2022 – The ACCESS Project presented *B.E.S.T. AP-AAAS* to Leon County.

August 9, 2022 – The ACCESS Project delivered training to DeSoto County educators on AP-AAAS and supporting students in general education classrooms.

August 10, 2022 – The ACCESS Project trained on B.E.S.T. Standards-aligned AP-AAAS and resources to Duval County.

August 16, 2022 – The SBE approved revisions to Rule 6A-6.0331, F.A.C., at a meeting on July 13, 2022. Rule 6A-6.0331, F.A.C., was revised to include the new parental consent form for AA-AAAS in Florida.

August 25, 2022 – The ACCESS Project routed the AP-AAAS developed by the content writing groups for social studies and financial literacy for BEESS, BSIS, and FDOE senior leadership for review and approval.

August 18, 2022 – The ACCESS Project met with Nassau County to discuss future training opportunities for access points instruction in the general education setting.

August 18, 2022 – The ACCESS Project met with Clay County to discuss training options and the LEA needs for AP-AAAS.

August 23, 2022 – The ACCESS Project conducted a presentation on *Present Levels of Academic and Functional Performance for Students on AP-AAAS* for Bay County.

August 24, 2022 – The ACCESS Project met with Santa Rosa County to discuss LEA needs and how the ACCESS Project could support with training.

August 26, 2022 – BEESS staff developed a presentation for desktop monitoring for AA-AAAS to provide technical assistance to LEAs.

August 30-31, 2022 – FDOE staff presented on the amendments to Rule 6A-1.0943, F.A.C., Statewide Assessments for Students with Disabilities, during the Annual Accountability and Assessment Coordinator Meeting.

September 1, 2022 – The ACCESS Project met with Leon County to discuss the upcoming principal presentation from FIN and the ACCESS Project. During this meeting, the presenters discussed inclusive scheduling and content differentiation.

September 1, 2022 – The ACCESS Project met with FIN to review *Planning for Instruction* training for Sarasota County.

September 6, 2022 – The ACCESS Project delivered two training courses on instruction on AP-AAAS in the general education setting for Hamilton County.

September 7, 2022 – The ACCESS Project delivered training on instruction on AP-AAAS in the general education setting for Clay County.

September 7, 2022 – The ACCESS Project presented an overview of AP-AAAS for Leon County principals.

September 8, 2022 – The ACCESS Project disseminated printed copies of the AP-AAAS Brochure to Volusia County and Santa Rosa County.

September 12, 2022 – The ACCESS Project met with the FDOE alternate assessment office and BEESS to discuss developing the *FSAA Datafolio Session 2* module. This module provides teachers with direction in creating activities that align with the requirements of FSAA – Datafolio items. This module is posted online and can be found at https://fsaa.fsassessments.org/.

September 13, 2022 – The ACCESS Project met with Duval County in collaboration with FIN to discuss training options for Duval County teachers supporting students on AP-AAAS in general education settings.

September 14, 2022 – The ACCESS Project delivered training on B.E.S.T. Standards-aligned AP-AAAS in Santa Rosa County.

September 15, 2022 – In collaboration with FIN, the ACCESS Project delivered *Planning for Instruction for Students with the Most Significant Cognitive Disabilities* training to Sarasota County educators. This training walks educators through the inclusive scheduling models and how to instruct students being instructed on access points alongside peers that are being instructed on general education curriculum standards.

September 16, 2022 – The ACCESS Project met with Indian River County to discuss LEA training needs and how the ACCESS Project could support them.

September 19, 2022 – The ACCESS Project presented four sessions at the Suwannee County Professional Development Day on AP-AAAS in the general education setting and eligibility requirements.

August 31, 2022 – The ACCESS Project delivered training on *Content Differentiation* sessions at Datafolio FSAA Training in Orlando.

September 20, 2022 – The ACCESS Project facilitated a Center School Community of Practice for principals.

Public and LEA Comment and FDOE Responses

The FDOE uses the F.A.R., which is published by the Florida Department of State, to post grant applications, rules, and meeting notifications to the public and provide an opportunity for comments. This publication serves as the official publication for the Florida Department of State for most agency-related matters, such as rulemaking, petitions, and other materials. See section 120.55, F.S. The F.A.R. was used to solicit public comment on the FDOE ESSA Alternate Assessment 1% Cap Waiver Extension Request. LEA comment was also solicited via a Chancellor's Memo to superintendents, the BEESS Weekly electronic newsletter, and an email to all LEA ESE Directors. Four comments were received.

Submitted Comment

"Florida has an ever-growing population growth. In Polk County, the population growth is 753,520 people, [and] Polk County is the 9th most populated county in the state of Florida out of 67 counties. With the new criterion set forth in Rule 6A-1.0943 [F.A.C.], students that were assessed and no longer qualified for access points/alternate assessments were transitioned into general education classes with appropriate support. Although we have no control over the 1% of the population, we strive to provide the most appropriate placement for our student's needs. Extending the 1% waiver extension for students participating in alternate assessments because it allows our students with the most significant cognitive disabilities to receive their Free and Appropriate Public Education (FAPE)."

Response

Thank you for your valuable feedback during this process. FDOE will continue to collaborate and support stakeholders to ensure policies, procedures, and processes concerning AP-AAAS instruction and the FSAA are developed and implemented at the local level. The mission of this work is to guarantee that all students receive the most appropriate instruction and are evaluated with assessments that align with that instruction. This waiver extension allows the FDOE to justify exceeding the 1% threshold and updates USED on the progress being made. If you have any questions or want more information, please do not hesitate to contact BEESS at BESESupport@fldoe.org.

Submitted Comment

"I have a comment regarding a 1% cap for Alternate Assessment.

"Facts that support the reasoning of my comment:
- Alternate Assessment is primarily reserved for students with significant cognitive disabilities.
- Many of these students are also educated on the Access Points curriculum.
- The current statute requires students on Access Points to have IQ scores of 67 or lower.
- The natural distribution of IQ across individuals shows approximately 2% falling below an IQ score of 70.

"Based on this, I believe it's unrealistic to expect as low as 1% to take the Alternate Assessment. Rather, it would be more realistic to cap it closer to 2% to accommodate all students with IQ's

falling within the range that aligns with a significant cognitive disability and, consequently, the need for Alternate Assessments.

"Additionally, students who are struggling academically and fall right around that IQ cut off score become discouraged if they are unable to keep up with general education curriculum and continually fail standard assessments. These students are more likely to drop out of school altogether if they are not provided the educational supports and appropriate curriculum and assessments for their needs. Schools should have the ability to work with the IEP team to determine the most appropriate method for teaching and assessing these students.

"Setting a cap at 1% and forcing students into standard assessments and general education curriculum will simply set them up to fail. This rule is not in the best interest of our students. Thank you for the opportunity to provide my feedback."

Response

Thank you for your valuable feedback during this process. FDOE will continue to collaborate and support stakeholders to ensure policies, procedures, and processes concerning AP-AAAS instruction and the FSAA are developed and implemented at the local level. The mission of this work is to guarantee that all students receive the most appropriate instruction and are evaluated with assessments that align with that instruction. This waiver extension allows the FDOE to justify exceeding the 1% threshold and updates USED on the progress being made. If you have any questions or want more information, please do not hesitate to contact BEESS at BESESupport@fldoe.org.

Submitted Comment

"The 1% waiver extension request benefits students participating in alternate assessment because it allows our students with the most significant cognitive disabilities to receive their Free and Appropriate Public Education (FAPE). Providing the appropriate FAPE allows students with a significant cognitive disability to access Florida Benchmarks academic skills and concepts as well as academically flourish on their cognitive level.

"A thorough review of students' records, reevaluations, observations by various service providers were conducted to understand students current cognitive needs to meet the criterion listed in Rule 6A-1.0943 [F.A.C.]. One or more students who no longer qualified was removed from Alternate Assessment."

Response

Thank you for your valuable feedback during this process. FDOE will continue to collaborate and support stakeholders to ensure policies, procedures, and processes concerning AP-AAAS instruction and the FSAA are developed and implemented at the local level. The mission of this work is to guarantee that all students receive the most appropriate instruction and are evaluated with assessments that align with that instruction. This waiver extension allows the FDOE to justify exceeding the 1% threshold and updates USED on the progress being made. If you have any questions or want more information, please do not hesitate to contact BEESS at BESESupport@fldoe.org.

Submitted Comment

"The 1% waiver extension request benefits students participating in alternate assessment because it allows our students with the most significant cognitive disabilities to receive their Free and Appropriate Public Education (FAPE). We have only 6 students that are on alternate assessment at our school out of 120 ESE students. These 6 are truly classified in need.

"The work our school did last school year involved removing one student from alternate assessment because they no longer qualified under the amended Rule 6A-1.0943 [F.A.C.]. We also reevaluated one student who was originally LI, and were able to add the exceptionality of InD. Therefore, all of our students qualify for the placement of alternate assessment."

Response

Thank you for your valuable feedback during this process. FDOE will continue to collaborate and support stakeholders to ensure policies, procedures, and processes concerning AP-AAAS instruction and the FSAA are developed and implemented at the local level. The mission of this work is to guarantee that all students receive the most appropriate instruction and are evaluated with assessments that align with that instruction. This waiver extension allows the FDOE to justify exceeding the 1% threshold and updates USED on the progress being made. If you have any questions or want more information, please do not hesitate to contact BEESS at BESESupport@fldoe.org.

Submitted Comment

"I am the parent of a student who attends an ESE self-contained classroom in the Florida public school system. My child has been diagnosed with an intellectual disability, which qualifies her to participate in alternative testing.

"Many students with disabilities possess the capability to learn in GenEd classrooms alongside their non-disabled peers when they receive proper accommodations, supports and services. Research shows higher academic and functional skills for individuals that are educated in inclusive environments compared to those who are taught in a segregated environment. Unfortunately, the Florida public school system continues to segregate the majority of its intellectually disabled population.

"It is my belief that waiving the 1% cap will indirectly increase the number of students placed in self-contained classrooms; thereby limiting the opportunity for inclusive participation in GenEd. According to numerous studies, this will result in lower academic and functional skills. Emphasis needs to be placed on delivery of best practices rather than lowering the bar for students."

Response

Thank you for your valuable feedback during this process. It should be noted that schools structure their self-contained classrooms based on the unique needs of their student population. Given this, self-contained classrooms may include both students who work on general education standards and students working on a modified curriculum or only students who are working on a modified

curriculum. Further, in some self-contained classrooms, students receive very intensive behavioral support(s). Most importantly, a child with a disability should not be removed from a general education classroom solely because of modifications to the curriculum. These students can participate in a general education classroom with the support of a certified ESE teacher. If you believe the placement of your student is not the most appropriate setting to meet their unique needs, we encourage you to contact your school and district ESE director to discuss the matter further. A list of district ESE directors can be found at https://www.fldoe.org/academics/exceptional-student-edu/staff/ese-directors.stml. If you have any additional questions or concerns, please contact BEESS at BESESupport@fldoe.org.

Appendix A – 1% LEA Data Discussions

Date of Discussion	LEA	Discussion Overview
04/29/22	Bay	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/03/22	Pasco	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/05/22	Miami-Dade	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/06/22	Wakulla	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/11/22	Charlotte	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/11/22	DeSoto	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/11/22	Hamilton	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Bradford	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Franklin	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Hernando	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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05/12/22	Marion	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Nassau	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Polk	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/12/22	Volusia	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/13/22	Florida School for the Deaf and the Blind (FSDB)	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/13/22	Highlands	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/13/22	Holmes	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Baker	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Duval	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Escambia	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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05/16/22	Gilchrist	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Manatee	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Okaloosa	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Santa Rosa	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Suwannee	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Washington	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/16/22	Union	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/17/22	Hardee	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/17/22	Lafayette	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/17/22	Leon	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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05/17/22	St. Johns	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/19/22	Brevard	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/19/22	Citrus	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/19/22	Glades	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/19/22	Gulf	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/19/22	Monroe	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/20/22	Indian River	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/20/22	Putnam	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/20/22	Sumter	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
5/23/22	Dixie	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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5/23/22	FAU Lab School	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
5/23/22	Flagler	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
5/23/22	Osceola	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
5/23/22	Palm Beach	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/25/22	Columbia	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/25/22	Lake	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/25/22	Martin	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/25/22	Pinellas	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/25/22	Taylor	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
05/26/22	Madison	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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		disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Clay	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Collier	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Gadsden	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Jackson	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Lake Wales Charter	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/03/22	Lee	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/06/22	Alachua	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/07/22	Jefferson	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/07/22	Walton	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/09/22	Broward	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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06/09/22	Calhoun	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/09/22	Okeechobee	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/10/22	UCP	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/13/22	Hendry	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/13/22	Hillsborough	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/14/22	Sarasota	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/20/22	Liberty	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/20/22	Seminole	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/23/22	St. Lucie	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.
06/28/22	Orange	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability),

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07/13/22	Levy	1% Data (state, LEA, and school level) in each subject area (ELA, mathematics, and science), student-level data with primary and other exceptionalities listed (most significant cognitive disability), disproportionality, access course enrollment with historical data over a three-year trend, parental consent forms, and matrix level of services.