

2023-2024 Policies and Procedures: Volusia (Approved)

Section E: Participation in State and District Assessments

The school district administers districtwide assessments of academic student achievement.

- Yes
- No

History

If **yes**, include the name of each districtwide assessment and whether the assessment is administered to students on alternate academic achievement standards. If the districtwide assessment is not administered to students on alternate academic achievement standards, identify the corresponding alternate assessment. (If your school district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate academic achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the school district ensures that all teachers are collecting the same information and scoring the data the same way.)

Reading - Self-Contained Multi VE, 3:1 ratio, 1st-12th grades - Our district monitors students in ELA Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing News 2 You (n2y) and Unique Learning Systems (ULS) in our elementary, middle, and high school classrooms. Teachers administer Checkpoints at the end of each monthly unit and administer 3 district-scheduled benchmark assessments to monitor progress. The district team meets with the n2y/ULS team after each assessment to devise next steps.

Reading - Separate Class, VE Modified, 6th-12th grades – Our district monitors students in ELA Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing HMH System 44/Read 180 program in our middle school and high school classrooms. Teachers administer 3 progress monitoring assessments. The district team meet with the HMH System 44/Read 180 team after each assessment to devise next steps.

Math - Self-Contained Multi VE, 3:1 ratio, 1st-12th grades - Our district monitors students in MA Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing News 2 You (n2y) and Unique Learning Systems (ULS) in our elementary, middle, and high school classrooms. Teachers administer Checkpoints at the end of each monthly unit and administer 3 district-scheduled benchmark assessments to monitor progress. The district team meet with the n2y/ULS team after each assessment to devise next steps.

Math - Separate Class, VE Modified, 6th-12th grades – Our district monitors students in MA Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing Math for Life (6-8) and Equals Algebra or Geometry (9-12) curriculum in our middle school and high school classrooms. Teachers administer 3 progress monitoring assessments.

Science - Self-Contained Multi VE, 3:1 ratio, 1st-12th grades - Our district monitors students in Science Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing News 2 You (n2y) and Unique Learning Systems (ULS) in our elementary, middle, and high school classrooms. Teachers administer Checkpoints at the end of each monthly unit and administer 3 district-scheduled benchmark assessments to monitor progress. The district team meet with the n2y/ULS team after each assessment to devise next steps.

Science - Separate Class, VE Modified, 6th-12th grades – Our district monitors students in Science Access Points Instruction, assessed by Florida Alternate Assessment (FAA) by implementing Teaching Standards: SCI (6-12), Explore Chemistry and Access Project Biology (9-12) curriculum in our middle school and high school classrooms. Teachers administer 3 progress monitoring.

History

Parental Consent Documentation

In accordance with s. 1003.5715, F.S., and Rule 6A-6.0331(10), F.A.C., the school district may not proceed with a student's instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the school district documents reasonable efforts to obtain parental consent and the student's parent has failed to respond or the school district obtains approval through a due process hearing. The school district shall obtain written parental consent for the actions described above on the Parental Consent Form – Instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, Form 313181 <https://www.flrules.org/Gateway/reference.asp?No=Ref-14585>.

The school district certifies that it either obtains prior parental consent or due process approval for every student participating in the FAA program. If prior parental consent is not obtained, the school district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from DOAH.

- Yes
 No

History

Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 C.F.R. § 200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than one percent of its students in any subject with an AA-AAAS. The state must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that school districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FAA program. The purpose of this justification is to ensure that school districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

What is your school district's 2022-23 participation percentage in the FAA in the following areas?

Reading

1.4

History

Mathematics

1.4

History

Science

.9

History

Is the school district over one percent in any area?

- Yes
- No

History

The criteria for the following statement is outlined in s. 1008.22(3)(d), F.S., and Rule 6A-1.0943, F.A.C., and on the Checklist for Course and Assessment Participation, which can be found at <https://faa.fsassessments.org/-/media/project/client-portals/florida-alt/2023-2024-faa/manuals-and-guides/checklist-for-course-and-assessment-participation.pdf> for use in determining student eligibility for participation in the FAA program.

If the school district is over one percent in any area, please provide a description of how the school district is ensuring that IEP teams are adhering to the criteria (see above.)

Volusia County Schools uses an Access Points / FSAA Consideration process that requires information regarding a student’s global and significant delays to be documented and reviewed by a district task force. That task force then provides information and recommendations to the IEP committee for consideration and determination of the appropriate curriculum and assessment pathway. The FSAA Task Force reviews all evaluation data and student performance data, as well as interventions and strategies used with the student, in order to provide guidance to the IEP team in determining the appropriate curriculum and assessment pathway. The task force is comprised of district ESE coordinators for the appropriate grade level, as well as the coordinator of school psychologists. Based on the information reviewed, the task force collaborates with appropriate staff to ensure that students are not inappropriately identified as eligible for Access Points/FSAA. Students with primary exceptionalities of SLD, Language Impaired, Visually Impaired, and/or E/BD are not appropriate for Access Points/FSAA. Students with scores on FAST assessments higher than a level 1 are not eligible.

History

Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the school district that may contribute to higher enrollment of students in access courses that exceeds one percent (e.g., center schools serving surrounding school districts).

In the spring of 2017, the Volusia County School District recognized the need to address the inappropriate identification of students participating in the Access Points. As a result, the FSAA Task Force, comprised of the low-incidence coordinator, elementary ESE coordinator, secondary ESE coordinator, a compliance coordinator, and the school psychologist coordinator, was created in the 2017-2018 school year, and refined based on revised state rule in 2021. The District Placement and Program Specialists bring information/data about a student that the IEP team is considering placing onto Access Points. The task force reviews the data and provides feedback to the IEP team as to whether there is sufficient information to place the student. While our District has been able to reduce the numbers of students placed in Access courses with primary exceptionalities considered inappropriate for Access courses we have also decreased the numbers of students with all other exceptionalities as well, except for ASD.

History

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

ELA American Indian or Alaskan Native

2.14

History

ELA Black, non-Hispanic

1.88

History

ELA Hispanic

.99

History

ELA Asian or Pacific Islander

| .86

[History](#)

ELA White, non-Hispanic

| .63

[History](#)

ELA Economically Disadvantaged

| 1.58

[History](#)

ELA English Language Learner

| .76

[History](#)

Math American Indian or Alaskan Native

| 1.14

[History](#)

Math Black, non-Hispanic

| 1.44

[History](#)

Math Hispanic

| 1.10

History

Math Asian or Pacific Islander

| 3.76

History

Math White, non-Hispanic

| .67

History

Math Economically Disadvantaged

| 1.5

History

Math English Language Learner

| .68

History

Science American Indian or Alaskan Native

| 5.63

History

Science Black, non-Hispanic

| 2.09

[History](#)

Science Hispanic

| 1.01

[History](#)

Science Asian or Pacific Islander

| Asian: 2.28 and Pacific Islander: 3.88

[History](#)

Science White, non-Hispanic

| .48

[History](#)

Science Economically Disadvantaged

| 2.2

[History](#)

Science English Language Learner

| .79

[History](#)

Social Studies American Indian or Alaskan Native

| 0

[History](#)

Social Studies Black, non-Hispanic

| 0

[History](#)

Social Studies Hispanic

| 0

[History](#)

Social Studies Asian or Pacific Islander

| 0

[History](#)

Social Studies White, non-Hispanic

| 0

[History](#)

Social Studies Economically Disadvantaged

| 0

[History](#)

Social Studies English Language Learner

0

History

If an identified risk ratio is 3 or above in any area, describe the school district's plan to address this disproportionality. This could include examining practices, such as the training and technical assistance provided to personnel on culturally responsive practices; working within a multi-tiered system of supports (MTSS) to promote best practices in screening; progress monitoring; and initial eligibility determination. School districts may also refer to their efforts to decrease disproportionality in evaluation, identification and discipline if similar efforts are made in that area.

Volusia County will address disproportionality by auditing the IEPs for the subgroup indicated to be sure our Access/Alt Assessment Considerations Process is in place, following the guidelines presented in the Rule 6A-1.0943, Florida Administrative Code (F.A.C.), January 7, 2022 memo.. Our VCS Access/Alt Assessment Considerations process consists of our District ESE coordinators, program Teachers-On-Assignment (TOAs), District psychologist, and additional assistance from our the Assistant Director of ESE, and a FLDOE representative, to analyze our current methods of identifying students that we suspect require a modified curriculum and assessment to ensure that our rubrics are culturally sensitive and unbiased and that all assessment protocols are being followed with fidelity. Following the analysis of our current protocols, professional development will be provided to all ESE administrators and teachers to ensure students are evaluated with objectivity and without bias. Our Access/Alt Assessment process: A student's IEP team observes multiple deficits in curriculum and learning, social emotional, independent functioning, communication, and, possibly, in their health. Evaluations or re-evaluations begin. Documentation of the implementation of specially designed instruction, which provides unique instruction and intervention supports that is determined, designed, and delivered through a team approach, ensuring access to core instruction through adaptation of content, methodology, or delivery of instruction and the student exhibits very limited to no progress in the general education curriculum standards. The student's IEP team collaborate to complete Volusia County's *Consideration for Access Points Instruction and Florida Alternate Assessment (FAA)* process. The data collected matches Rule 6A-1.0943, Florida Administrative Code (F.A.C.), January 7, 2022 memo. The data collected is sent to the district Access Considerations Team, consisting of ESE coordinators and district psychologists. The district team evaluates data and sends feedback back to the school's IEP team and district placement specialist for their school. The school IEP team, which includes the parent and student, with the district placement specialist facilitating, holds an IEP meeting to make a team decision for the student.

History

Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities

District-Specific Procedures

These are the criteria required for participation in the statewide, standardized alternate assessment as per Rule 6A-1.0943(5), F.A.C.:

Section A: The decision that a student with a significant cognitive disability will participate in the statewide, standardized alternate assessment as defined in Rule 6A-1.0943(5)(a), F.A.C., must be made by the IEP team and recorded on the IEP.

If the definition of “most significant cognitive disability” is not met according to the criteria set in Rule 6A-1.0943(1)(f)1., F.A.C., then complete Section E of this document, which satisfies Rule 6A-1.0943(1)(f)2., F.A.C.

Section B: The provisions regarding parental consent for participation in the statewide, standardized alternate assessment found in Rule 6A-6.0331(10), F.A.C., must be followed.

Section C: In order for a student to participate in the statewide, standardized alternate assessment, all of the following criteria must be met:

1. The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment;

Evidence of criteria will be provided through the student’s current IEP and student schedule.

2. The student must be receiving specially designed instruction, which provides unique instruction and intervention support that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and exhibits very limited to no progress in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or response-to-intervention (Rtl) documentation.

3. The student must be receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or Rtl documentation.

4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of services provided—accommodation logs, accommodation logs compared to classroom performance).

5. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, speech-language pathologist (SLP) or other service providers).

6. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision assistive technology services provided).

7. Even with direct instruction in all core academic areas (i.e., ELA, mathematics, social studies and science), the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, SLP or other service providers).

8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment;

Evidence of criteria will be provided through the student's attendance report.

9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment; and

Evidence of criteria will be provided through the teacher's certificate and teacher's attendance record.

10. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility).

Evidence of criteria will be provided through available evaluations, medical reports or screeners provided in the past.

11. The student has a most significant cognitive disability.

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

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

Evidence of criteria will be provided through IEP and applicable evaluation results.

2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or

Evidence of criteria will be provided through IEP and applicable data.

3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Section 1008.22(3)(e), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complications subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.

Evidence of criteria will be provided through statewide standard assessment results, if applicable.

Section E: In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district will comply as follows:

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the FAA may be appropriate as defined in Rule 6A-1.0943(1)(f)1., F.A.C., will be identified through the following detailed procedure:

List the factors the school district will use to determine that a direct assessment of cognitive functioning is not achievable.

The evaluator will attempt direct assessment. The factors the evaluator will consider include but are not limited to the following: severe communication limitations, physical restrictions, and sensory and/or behavioral limitations which impair the student's ability to participate in direct assessment.

History

Describe the assessment process the school district will use to determine if a student has a most significant cognitive disability in the absence of reliable direct assessment of cognitive functioning.

The evaluator will rely on the most updated version of the Developmental Profile assessment parent and/or teacher form, or a similar assessment, as well as anecdotal observation information. In addition, the evaluator will include anecdotal records within the psychoeducational report (e.g., health/medical information, assessment/classroom observations, teacher/caregiver report, previous evaluation data, etc.).

History

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

The District will train the compliance department and District Placement Specialists on the above procedures. In addition, the evaluators will be trained on the most updated Developmental Profile and/or similar developmental assessment. When presented with the above scenario (inability to complete a cognitive assessment), the evaluators will adhere to Steps 1 and 2 of this procedure. In each instance, the coordinator of school psychological services will monitor and verify that steps one and two are followed.

History