



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

## Ensuring Equity & Access for All

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## Access Points & Access Courses

- Access Points are academic expectations written specifically for students with significant cognitive disabilities.
  - Reflect essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.
- Access Courses are designed to provide students with access to the general curriculum.

## Alternate Assessment

- The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations.
- The FSAA measures student academic performance on the Access Points, taught within Access Courses, in Language Arts, Mathematics, Science, and Social Studies.

# Standard Diploma via Access Courses

- Must meet the same 24 course requirements as all students, but will use access courses
  - Access Algebra 1 instead of Algebra 1, etc.
  - Other ESE courses and core courses may be used in certain circumstances
- May substitute a Career and Technical Education (CTE) course with content related for access English IV, one access math, one access science and one access social studies
  - Not access Algebra, Geometry, Biology or US History
  - CTE courses may be modified
  - Process for determining “content related”

# The Access Project

- Discretionary project that provides statewide professional development to ensure effective instructional planning, teaching and learning of academic content for students who are instructed using Access Points.
- Supports alternate assessment activities, as needed, that align instruction with assessment.
- Site: <https://accesstofls.weebly.com/>

# Alternate Assessment and the 1% Cap

- Memo sent to districts July 2017 explained that the 1% cap is at the State level and appropriate participation in the alternate assessment would be monitored
- The State is currently at 1.4% in ELA, 1.5% in Math
- The majority of districts are above 1%
- FSAA participation and performance are monitored by the State Access Strategic Plan Group

# FSAA Participation Determination

- How a student will participate in the statewide assessment program is an IEP team decision.
- Annual parental consent for alternate standards and assessment are required.
- IEP Teams are encouraged to use the *Assessment Planning Resource Guide for IEP Teams*, to help in the decision-making process.
- Student standards, courses and assessments must align.

# State Access Strategic Plan Group

- Data received by the state is sent to ESE Directors with a request for districts to review their current course enrollment and alternate assessment participation data for accuracy
  - Districts are reaching out to discuss their findings
  - Districts have reported that data is being corrected and reviewed
  - Districts are creating teams to review student data for those that are recommended for alternate standards and assessment
- Trainings and supports are offered to districts that include training in Florida Standards Access Points, Assistive Technology in the Classroom, and district data reviews



# *Assessment Planning Resource Guide for IEP Teams*

<b>Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will Be Instructed and Participate in the Statewide Standardized Assessment Program</b>	<b>YES</b>	<b>NO</b>
1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?		

If “yes” is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

# 1% Cap

## ESSA Language on Prohibition of Local Cap

(D)(ii)(II) PROHIBITION ON LOCAL CAP.—Nothing in this subparagraph shall be construed to permit the Secretary or a State educational agency to impose on any local educational agency a cap on the percentage of students administered an alternate assessment under this subparagraph, except that a local educational agency exceeding the cap applied to the State under clause (i)(I) shall submit information to the State educational agency justifying the need to exceed such cap.

# Class vs. Course

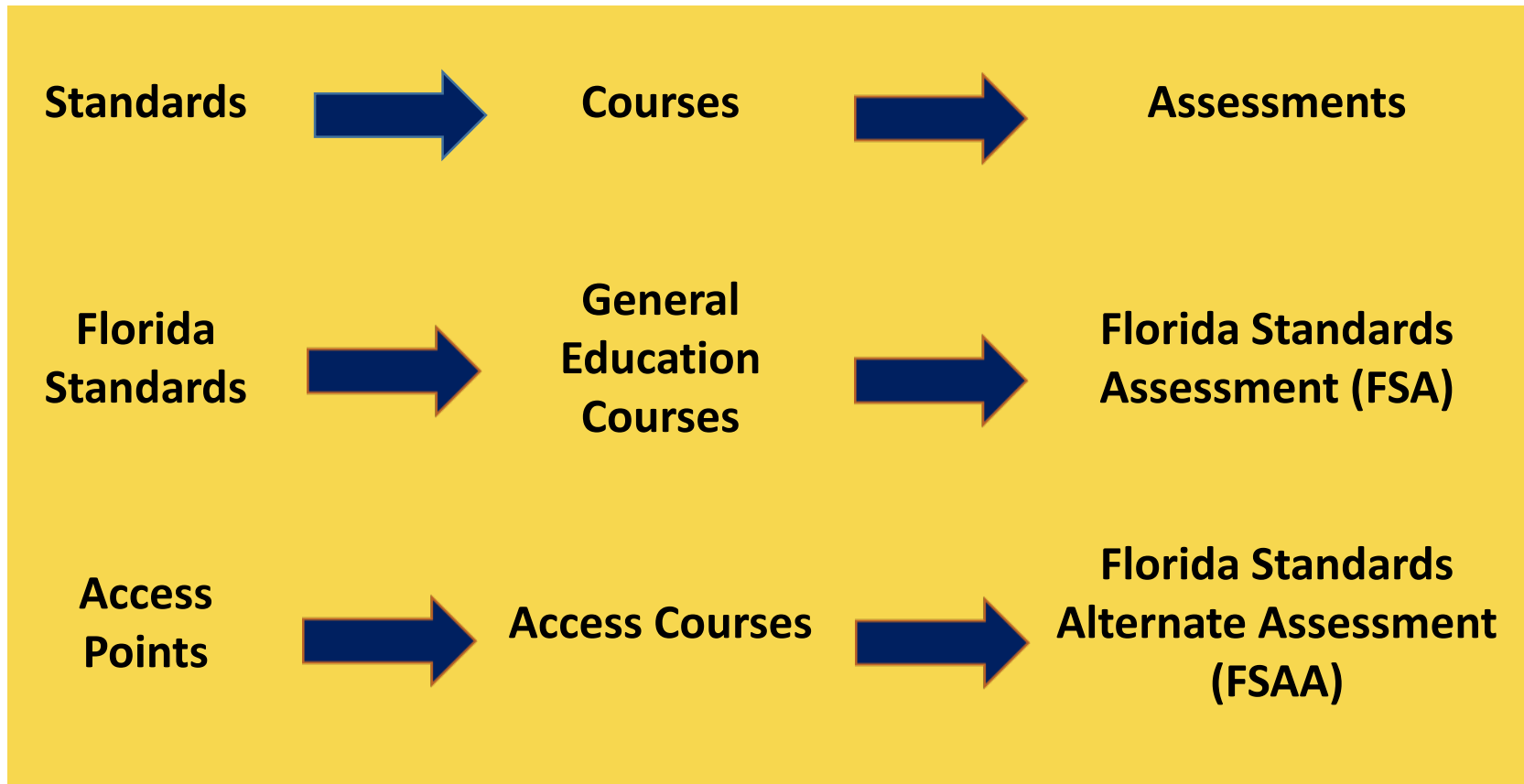
## Class

- The ideal situation is for all students to be educated together
- The classroom a student sits in does NOT dictate the type of **courses** they take
- Students in a general education classroom may be enrolled in access courses and students in a separate environment may be enrolled in general education courses

## Course

- There are only two course choices for core subjects: **general education courses and access courses**
- Both are based on the same standards, but the level of complexity is very different
- Only students on access points can take access courses
- Access points are only for students with a significant cognitive disability and annual parental consent is required

# Which Core Course? Which Assessment?

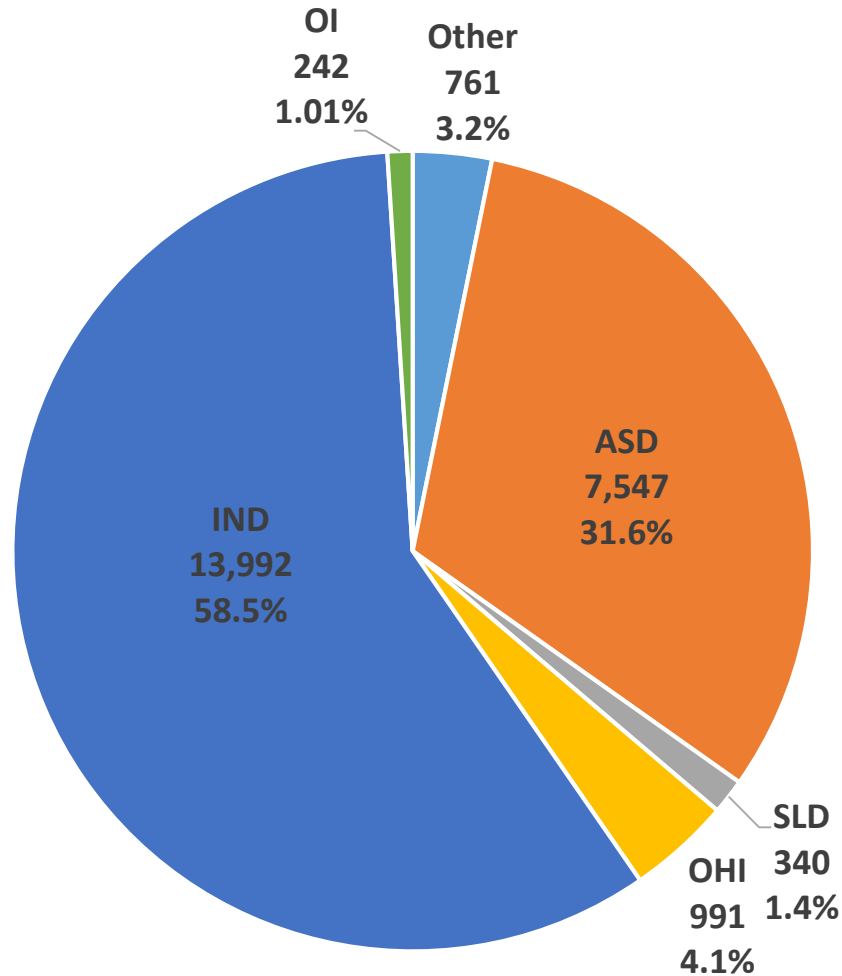




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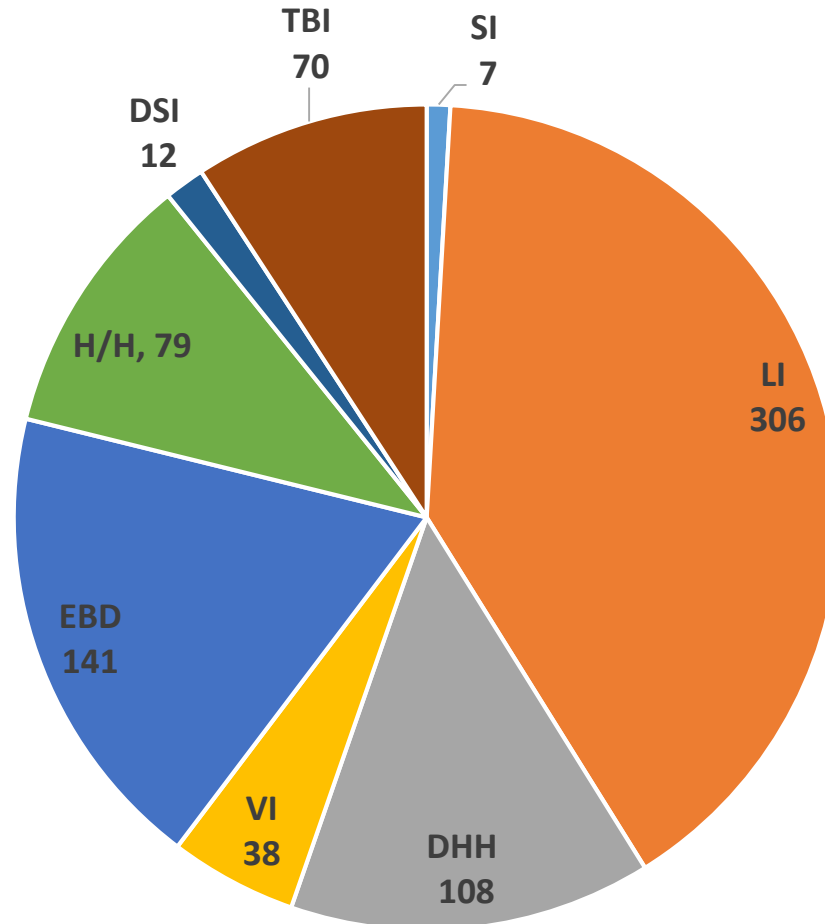
# FSAA Participation Data

## Primary Exceptionality of Students Taking the Florida Standards Alternate Assessment 2017



N = 23,909

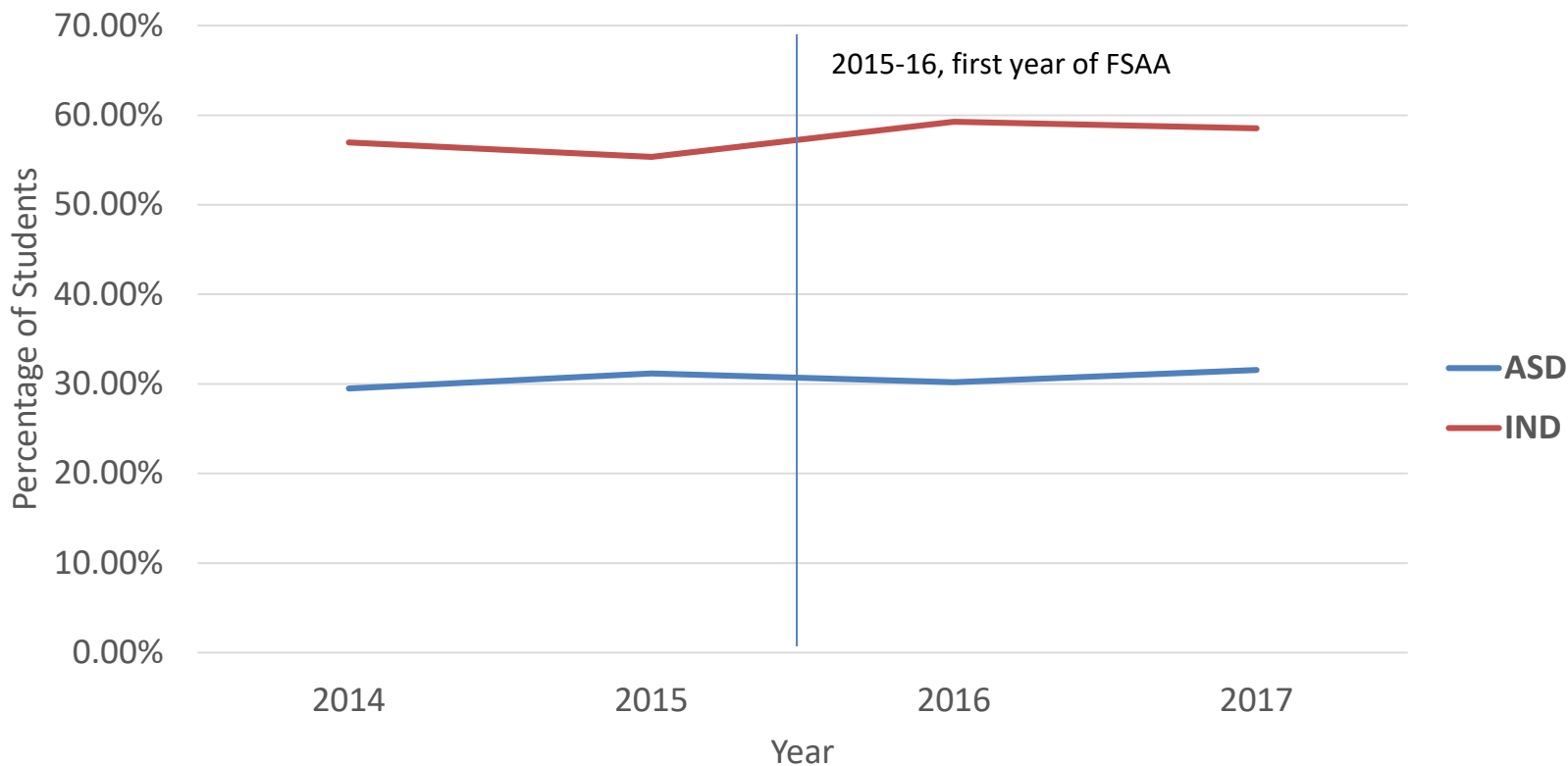
## Primary Exceptionality of Students Taking the Florida Standards Alternate Assessment, Other 2017



**N = 761**

# Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality

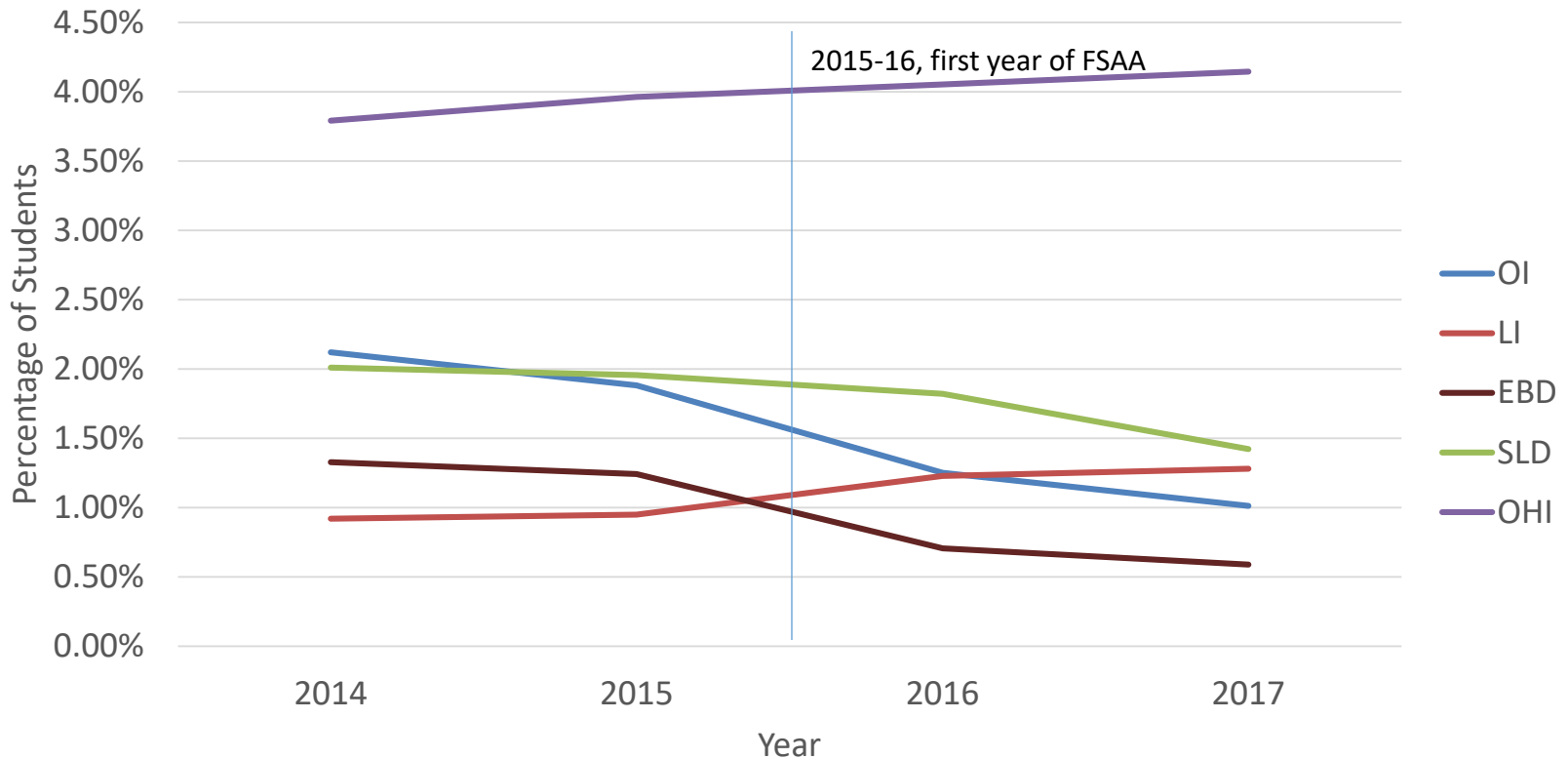
ASD and IND Percentage





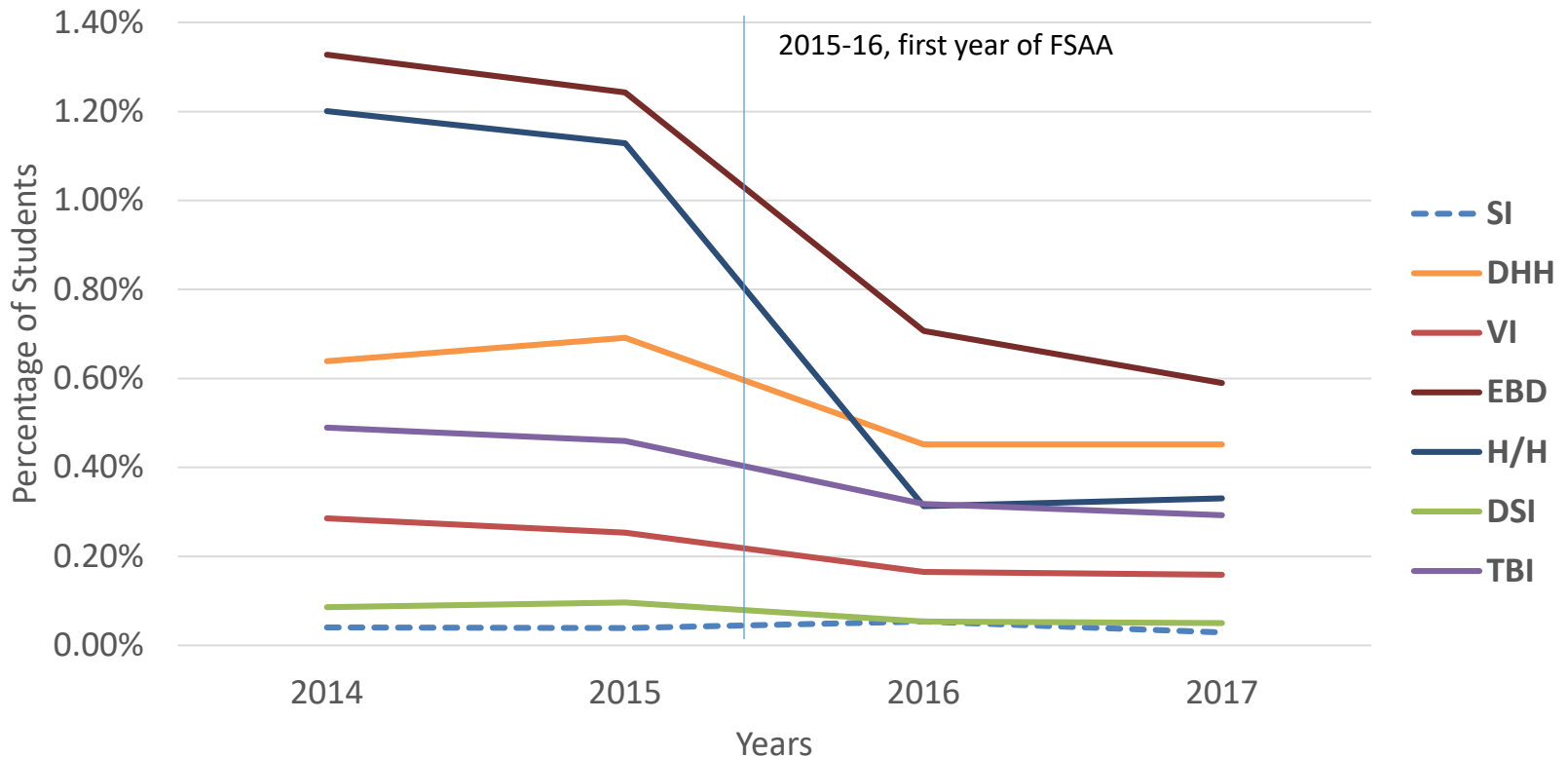
# Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality

OI, LI, EBD, SLI, OHI Percentage



# Percentage of Students Participating in the Alternate Assessment by Primary Exceptionality

SI, DHH, VI, EBD, HH, DSI, TBI,





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