Appropriate Use: Florida Standards Access Points

Bureau of Exceptional Education and Student Services (BEESS)
Presumed Competence and Least Dangerous Assumption
Least Dangerous Assumption

• “Least dangerous assumption” states that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual.

• Presumed Competence is assuming they are not inherently incapable; they just need the right supports and systems to help them succeed.
Martin Video Or Intelligent Lives Promo

• Martin video:  https://youtu.be/N0wdB-Vt-ZY

• Intelligent Lives:  https://youtu.be/jjyENb2qbu0
What are Florida Standards Access Points?
Florida Standards Access Points

• Academic expectations written specifically for students with the most significant cognitive disabilities (SCD)

• Reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity

• All students should be academically challenged and taught to high standards
Florida Standards Access Points, continued

• NOT a drop-out prevention tool
• NOT an option for students determined to have a specific learning disability (SLD) – eligibility criteria for SLD determined that a student does not have an SCD
• NOT for students who struggle in only one area
Participation Determination
Participation Determination

• Individual educational plan (IEP) team decision

• Districts are creating teams to review data related to students recommended for Florida Standards Access Points


• Volusia County School District Resources
# Participation Guiding Questions

<table>
<thead>
<tr>
<th>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</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student have a significant cognitive disability?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.?</td>
<td></td>
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</tr>
<tr>
<td>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?</td>
<td></td>
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</tr>
</tbody>
</table>

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.
Determination Examples

Use your resources – Volusia Guide, IEP Team Guide from the Florida Standards Alternate Assessment (FSAA) Portal

Does the team have the data?

If not, what else is needed?
Student A

- Student is struggling in class
- Student is having social skill issues
- Student’s nonverbal IQ is 75, completed in the past year
- Student’s teacher stated that accommodations are not helping
- Parent is frustrated and wants other options for student’s academic expectations
- Student is in kindergarten and meets eligibility for a language impairment
Student B

• Student is working significantly below grade level in all classes
• Student has sound documented data related to accommodations and assistive technology
• Student does not have attendance issues
• Student has not been successful on district or state assessments
• Student has an IQ of 53, completed in the past year
• Student has a primary exceptionality of intellectual disability
• Student is in sixth grade and has been receiving services for four years
Student C

- Student is working below grade level in most subject areas
- Student is considering dropping out
- Student’s attendance is an issue
- Student’s transition goals include joining the military
- Student meets eligibility for an other health impairment
- Student is in 10th grade
Questions?

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Required Documentation

• Determination Data – document the IEP team’s reason for determination

• IEP Assessment Type – Ensure that, if appropriate, the IEP team has specified how the student will be assessed

• Parental Consent – Annual consent is required for participation in alternate standards and assessments

Least Restrictive Environment

• Students using access points can be instructed in the general education classroom and should be included to the maximum extent that is appropriate

• Training has been developed and can be accessed online – http://www.floridainclusionnetwork.com/generalproducts/

• Your FIN contact can help you work through scheduling students – http://www.floridainclusionnetwork.com/fin-regions/

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 parental consent is required
Which Core Course?
Which Assessment?

- Standards → Courses → Assessments
  - Florida Standards → General Education Courses → Florida Standards Assessment (FSA)
  - Access Points → Access Courses → Florida Standards Alternate Assessment (FSAA)

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Prioritize Standards

Datafolio

Performance Task

FSAA

FSA
FSAA Performance Task vs Datafolio

• How a student will participate in the statewide alternate assessment program is an IEP team decision that must be documented on the IEP.

• Use the *Assessment Planning Resource Guide for IEP Teams*, located on the FSAA Portal, to help in the decision-making process.

• An IEP that indicates "FSAA" would only need to be changed if the decision is that the Datafolio is the most appropriate method to assess the student.
The Access Project Resources
Access Project Resources

Access Project-  https://accesstofls.weebly.com/

Mission: To provide resources that facilitate the teaching and learning of Access Points.

Contact Randy LaRusso Project Manager
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Math and ELA standards documents have moved.
Look for them under Math or ELA at the top. Expanded math and ELA EUs are included!

New page for Social Studies & Science

www.FLDOE.org
Resources by Course

- Always found under the subject tab
- Gray buttons at the very bottom of the screen
- End-of-course (EOC) courses have additional resources

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### MAFS.912.A-CED.1.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. [Click here](#)

#### Related Access Points

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date(s) Instruction</th>
<th>Date(s) Assessment</th>
<th>Date Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.912.A-CED.1.AP.1a</td>
<td>Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EUs</td>
<td>Concrete: • Match an equation with one variable to the real-world context. • Use tools, (i.e., manipulatives, algebra tiles, software, equation calculators, etc.) to solve equations and inequalities in one variable. Representation: • Create a pictorial array of a simple equation to translate wording. • Understand the following vocabulary and symbols: +, −, ×, ÷, =, linear, variable, inequality, equation, exponent, rational, quadratic. • Use tools, (i.e., manipulatives, algebra tiles, software, equation calculators, etc.) to solve equations and inequalities in one variable. • Create linear equations and inequalities in one variable. • Create quadratic equations and inequalities in one variable. • Create rational equations and inequalities in one variable. • Create exponential equations and inequalities in one variable.</td>
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</tr>
</tbody>
</table>

#### Resources

1. Free graph paper: [Click Here](#) and [Click Here](#)
2. Free online calculator: [Click Here](#) and [Click Here](#)
3. Scientific calculator: [Click Here](#)
4. Graphing calculator: [Click Here](#)
5. Graphing paper: [Click Here](#)
6. Jeopardy EOC Review Game: [Click Here](#)
7. Algebra Operations and Equations Word Bank: [Click Here](#)
8. Paying Rent Class Activity: [Click Here](#)
9. One-Step Equation Worksheet: [Click Here](#)
10. Solving Mixture Problems with Linear Equations: [Click Here](#)
11. Algebra Lessons (linear, quadratic, rational, and exponential equations and inequalities): [Click Here](#)
12. Math Antics – Solving Basic Equations (Part 1): [Click Here](#)
13. Math Antics – Solving Basic equations (Part 2): [Click Here](#)
14. Math Antics – Introduction to Exponents: [Click Here](#)
15. Math Antics – Exponents in Algebra: [Click Here](#)
16. Element Card High School: [Click here](#)
17. Curriculum Resource Guide: Equations: [Click here](#)
18. Patterns Relations and Functions Instructional Family: [Click here](#)
19. Content Module: Equations [Click here](#)
20. UDL Unit High School Measurement: [Click here](#)
Instructional Resources

- Element Cards
- Instructional Families
- Content Modules
- Curricula Resource Guides
- Scripted Systematic Instructed Lessons
- Instructional Resource Guide
- UDL Units
- US History and Earth/Space Modules
- Available at: [http://www.accesstofls.weebly.com](http://www.accesstofls.weebly.com)

Available at: [www.FLDOE.org](http://www.FLDOE.org)
FSAA Participation Data
Students Taking the FSAA by Primary Exceptionality, 2018

- **Intellectual Disability (IND)**: 13,846, 58%
- **Autism Spectrum Disorder (ASD)**: 7,716, 32%
- **Orthopedically Impaired (OI)**: 245, 1%
- **Specific Learning Disability (SLD)**: 223, 1%
- **Other Health Impaired (OHI)**: 1,068, 5%
- **Other**: 757, 3%

Total Students = 23,855

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Students Taking the FSAA by Primary Exceptionality – Other, 2018

Number of Students = 757

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Percentage of FSAA by Primary Exceptionality

2015-16, first year of FSAA

www.FLDOE.org
Percentage of FSAA by Primary Exceptionality

2015-16, first year of FSAA

www.FLDOE.org
Percentage of FSAA by Primary Exceptionality

2015-16, first year of FSAA

www.FLDOE.org
## FSAA Performance – English Language Arts (ELA) and Math

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA Performance</th>
<th>Math Performance</th>
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<tbody>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>2016-17</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>2017-18</td>
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<tr>
<td></td>
<td>59%</td>
<td>57%</td>
</tr>
</tbody>
</table>

**State average of grades 3-10 ELA scoring at level 3 or above**

- **2015-16**: 53%
- **2016-17**: 55%
- **2017-18**: 59%

**State average of grades 3-8 Math and EOCs scoring at level 3 or above**

- **2015-16**: 52%
- **2016-17**: 54%
- **2017-18**: 57%

* Field Test Year - No approved cut scores

* Cut scores approved

[www.FLDOE.org](http://www.FLDOE.org)
FSAA Performance – ELA and Math

Percentage of Students Scoring at Level 3 or Above

www.FLDOE.org
Questions?

• Please complete the survey

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• Jessica Brattain, Program Director
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  850-245-0475