

Florida Department of Education

Local Educational Agency (LEA) Justification for Exceeding the 1% Cap Participation Action Plan (AP)

LEA: Baker County

Please select one:

My LEA **does not expect to exceed** one percent of the number of assessed students participating in the Florida Alternate Assessment (FAA) in the 2025-26 school year (SY).

My LEA **expects to exceed** one percent of the number of assessed students participating in the FAA in the 2025-26 SY.

Please check the LEA size.

Small

Medium

Large

Very Large

1.	<p>How has your LEA reviewed the data for assessment participation to make informed decisions for implementation?</p> <p>Our team regularly reviews FAA eligibility and implementation throughout the year using multiple approaches. Before any determination meeting where IND is considered, the team examines evaluation results and related intervention data to ensure the IEP team has the necessary information for appropriate program placement decisions. IEP teams must provide documentation supporting a student’s eligibility by answering the required questions prior to meetings for initial consideration of placement on alternate standards instruction. This process ensures thorough data review and accurate decision-making. The team then reviews this data and consults with the school regarding their findings. Annually, our ESE Staffing Specialist/Alternate Assessment Coordinator reviews the schedules of students enrolled in Access Courses to verify alignment between courses and assessments. Additionally, we confirm that signed permission from the parent or guardian is on file for placement. Additionally, this is discussed at every IEP meeting.</p>
2.	<p>What are your LEA’s percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 2.3 Math: 2.1 Science: 2.9</p>
3.	<p>What is your LEA’s projection for the percentage of students participating in the FAA in the 2025-26 SY in each of the following subjects?</p>

	<p>ELA:1.9 Math:1.8 Science:1.9</p>
4.	<p>What are your LEA’s percentages of students participating in the Florida Assessment for Student Thinking (FAST) 3-10 Progress Monitoring and End-of-Course (EOC) assessments in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 98% Math: 98 % Science: 98%</p>
5.	<p>What is your LEA’s projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA:98% Math: 98% Science: 98%</p>
6.	<p>Are there unique circumstances in the LEA that might draw large numbers of students with the most significant cognitive disabilities to live in the LEA, which in turn might result in more than one percent of students participating in the FAA? If so, describe those unique circumstances (i.e., migrant families, military bases, hospitals, rehabilitation centers, or student enrollment).</p> <p>After reviewing overall student data and comparing the number of students in access courses/programs, we have identified several contributing factors. Due to low overall student enrollment, even minor changes in student numbers can lead to significant percentage shifts. Additionally, the district has seen an increase in students participating in access programs, partly due to the availability of subsidized housing in the area and local employment opportunities with the Department of Corrections and the Florida State Hospital.</p>
7.	<p>List the percentages of the following primary/secondary exceptionality categories in your LEA for students participating in the FAA in the 2025-26 SY for each of the following:</p> <p>Intellectual Disability (InD): 1.52 Autism Spectrum Disorder (ASD): .4 Traumatic Brain Injury (TBI): 0 Other Health Impairment (OHI): 0</p>
8.	<p>After reviewing your data on students with the most significant cognitive disabilities, were there any patterns that emerged? For example, were students who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p>

	<p>Our data review indicates no discernible pattern among students participating in the alternative assessment. Those who do participate typically have the most significant cognitive disabilities or are diagnosed as students with Autism.</p>
9.	<p>Regarding the participation of students in alternate assessments, is the LEA aware of any disproportionate representation of students in the following subgroups: English Language Learners, African American students, Hispanic/Latino students, male/female students or low-income students? If so, please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>A review of Baker County data indicates that male African American students represent a higher percentage compared to other subgroups. This is partly attributed to the district's small overall size and the recent relocation of students to the area. The district is taking steps to further examine and address this subgroup's representation.</p> <p>The Exceptional Student Education Department uses Florida's Multi-Tiered Systems of Supports Planning/Problem-Solving Process (http://www.florida-rti.org/floridamtss/index.htm) to target potential areas of disproportionality:</p> <ol style="list-style-type: none">1. Identify the problem area(s).2. Analyze the data and generate hypotheses about the causes of disproportionality.3. Develop a plan to address the identified areas.4. Monitor progress regularly to determine if the plan is achieving its intended outcomes. <p>When reviewing students, both existing and new referrals—classified as IND who will be placed on access points and take the alternative assessment, exceptional student education teachers and staff review the following to ensure alignment:</p> <ul style="list-style-type: none">- Summary Evaluation Report- Cognitive Assessment- Adaptive Assessment- Academic Assessment- Work samples/classroom-based measurement

	<ul style="list-style-type: none"> - Past performance on district and state assessments - Social History <p>During these meetings, staff review FSAA students by content area, school, primary eligibility, race, ethnicity, and gender to identify and address any patterns of disproportionality. Staff also provide technical assistance and professional development to school teams to ensure best practices are followed.</p> <p>Baker County School District has increased the inclusion of students with cognitive disabilities in general education classrooms and remains committed to further improvement. Professional development will continue for school-based teams annually determining the most appropriate assessment (FSA or FAA) using the problem-solving model.</p>
10.	<p>How will the LEA seek to assess 95% participation in all assessments, including students with disabilities in all grades and subjects? Review your individual educational plan (IEP) data and identification practices to identify the root cause of why the LEA is under the 95% participation rate and over the 1% threshold for students participating in the FAA.</p> <p>The county coordinator collaborates with individual schools to ensure that all students are tested. While attendance has occasionally posed a challenge, the flexibility of the testing window has enabled Baker to consistently test at least 95% of students on the alternative assessment.</p>
11.	<p>How are IEP decisions in all schools within your LEA consistently implementing the state’s guidelines and criteria regarding which students should take the FAA? (Please consider using the “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>Baker County School District provides annual training, with support from Project 10, FDLRS and the ACCESS Project, to educate school teams on policies and best practices for serving the maximum number of students on grade-level state standards. District-level staffing specialists participate in eligibility determinations to help ensure best practices are followed. Additionally, ESE staff regularly monitor school IEPs and related practices to ensure ongoing adherence to established criteria.</p>
12.	<p>Describe the process and required evidence of finding a student eligible to participate in the FAA using all the criteria in Rule 6A-1.0943, Florida Administrative Code.</p>

	<p>According to the rule, students being considered for placement on the alternative assessment are discussed at the IEP meeting. The IEP team reviews state criteria, including IQ requirements and whether the student has performed at Level 2 on a state assessment. The team also discusses the students' academic and adaptive functioning levels. The IEP team includes parents, student, teachers, guidance counselor, staffing specialist, and school psychologist.</p>
13.	<p>Has your LEA removed students from participating in the FAA using state guidelines? If so, please provide more information, such as how many, what process was followed and any other feedback.</p> <p>This past year, Baker County did not remove any students from the Alternative Assessment. However, we have focused on ensuring compliance with state guidelines, such as requiring a full-scale IQ of 67 or below and refraining from staffing students who have scored Level 2 on their state assessments.</p>
14.	<p>Describe how the LEA informs parents, families and students of the instruction in Access Points – Alternate Academic Achievement Standards and participation in the FAA, as well as the possible implications of this instruction and participation. How is it provided in the parent or student's native language? How often is this information provided?</p> <p>During the annual IEP meeting, parents are informed about the Alternative Assessment and are asked to sign the annual consent form. Information about the Alternative Assessment is also included in the IEP document. Additionally, parents or guardians receive the Project 10 Roadmap for middle and high school. If a parent is not a native English speaker, documents can be provided in their preferred language.</p>
15.	<p>Describe how IEP teams will review the assessment data of students with advanced proficiency or perfect scores in one or more content areas and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary support and accommodations.</p> <p>As scores are returned to the district, the county coordinator reviews them and sends a report to the respective schools. For any student who achieves a perfect score, the staffing specialist attends the IEP meeting to review the students' abilities. If the team determines that a student may no longer qualify for Access Points, they will request updated formal assessments.</p>
16.	<p>Describe your LEA's AP to assist schools in verifying the validity of the number of students taking the alternate assessment. The plan should include actionable steps and how the LEA will monitor progress or address challenges (it should not be the state's guidelines reiterated).</p>

	<p>The county LEA verifies all students participating in the alternative assessment. When a student transfers into the district, their eligibility for the alternative assessment and previous scores are reviewed. If a student's eligibility is uncertain, the team convenes to consider a formal assessment and determine the most appropriate placement.</p>
17.	<p>Describe any improvement activities implemented by your LEA in the 2024-25 SY. Were they effective? If not, please describe why your LEA feels that they were not effective and what your next steps are.</p> <p>As a rural district, Baker County is committed to ensuring that every student with a disability is treated with dignity and respect. We are actively enhancing our post-graduate programs to equip students with additional skills and opportunities. Additionally, we have focused on reducing the number of students placed on access points from an early age.</p>
18.	<p>Describe your LEA's AP. List your progress monitoring activity and data source that will assist in determining the effectiveness of the AP. Identify the person responsible for monitoring the progress of the AP.</p> <p>The plan for monitoring our data is that our county coordinator for alternative assessment verifies each student on access curriculum each year. They are in constant communication with the schools and are notified as students move in. Each student that moves into Baker County has a transfer IEP where we are reviewing the criteria for them to take the alternative assessment. The county personnel that review this is the Baker County Alternative Assessment Coordinator, the Elementary and Secondary Staffing Specialist work with the individual schools as well as reviewing the data with the Director of Exceptional Education.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Staff will complete all required training for the Alternative Assessment, as well as FDLRS training on Present Levels and Goals. All staff participate in annual mental health training. Additionally, staff will complete Ukeru and/or CPI training as needed.</p>
20.	<p>What other additional actions does your LEA plan to implement to ensure a reduction of the percentage of students participating in the FAA?</p> <p>Baker County School District partners with several state projects, including Project 10, ISRD, NEFEC, Project Access, and FDLRS. These partnerships provide valuable training for teachers and staff, ensuring that proper procedures are followed before assigning students to Access Points.</p>

By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.

J. Wyatt Milton
Signature of Superintendent

10/2/25
Date

Ali E. St
Signature of Exceptional Student Education
Director

10/2/25
Date

Mary Beth Windham
Signature of Director of Data

10/2/25
Date