

Florida Department of Education

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

LEA: BAY District Schools

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.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? Yes. ESE Leadership Team has reviewed the data to determine best assessment participation based on individual student need.
2.	What are your LEA's percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects? ELA: 1.3% Math: 1.3% Science: 1.5%
3.	What is your LEA's projection for the percentage of students participating in the FAA in the upcoming SY in each of the following subjects? ELA: 1.27% Math: 1.21% Science: 0.98%
4.	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? ELA: 59.2% Math: 55.6% Science: 21.9%

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 upcoming SY in each of the following subjects?</p> <p>ELA: 16526/27875 Math: 15503/27875 Science: 6119/27875</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>Bay District Schools has a population of students who are served by our ESE Center School – Margaret K. Lewis School. Additionally, Tyndall Air Force Base and the Naval Surface Warfare Center Panama City Division bring in multiple families from military transfers.</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): 0.06% Autism Spectrum Disorder (ASD): 0.047% Traumatic Brain Injury (TBI): (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>Bay District Schools has identified that students enrolled in our ESE Center School, Margaret K. Lewis School, or who are on general education campuses but served within our cluster classrooms for Functional cluster classes or ASD cluster classrooms were more likely to participate in the alternate assessment.</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>When compared to subgroups of overall student population the number of students participating in FAA by subgroup are similar to subgroup population of student body.</p> <p>ELL Student – 3/1144 African American Students –74/3752 Hispanic Students – 29/2673 Male – 166/8773 Female –90/8426 Free/Reduced Meal Program Students –112/7830</p> <p>The district’s plan to address any area of identified disproportionality is to require the IEP team to answer yes to three (3) questions below prior to any decision to place a student on alternate assessment. In order for a student to participate in the access point/alternate assessment, the response to each of the following questions must be “Yes.”</p> <ol style="list-style-type: none"> 1. Does the student have a significant cognitive disability? 2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials? 3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to acquire generalize and transfer skills across settings?
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>Bay District Schools has not been below 95% participation in all assessments.</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>Bay District Schools implements the checklist and maintains compliance with our SP&Ps for this area.</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>The process to identify a student for FAA is built into our FOCUS school software IEP utilizing the criteria in Rule 6A-1.0943, Florida Administrative Code and is listed in the BDS SP&Ps.</p> <p>In order for a student to participate in the access point/alternate assessment, the response to each of the following questions must be “Yes.”</p>

	<ol style="list-style-type: none"> 1. Does the student have a significant cognitive disability? 2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials? 3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to acquire generalize and transfer skills across settings?
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>In the event that a student is identified as needing to be removed from participating in FAA using state guidelines, that IEP team requests a re-evaluation for the student.</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>District staff is present in IEP team meetings and BDS ESE Department provides training for the teacher as a follow up. Parents are also provided with an Access Points brochure.</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 area, and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>When a student demonstrates advanced proficiency or perfect scores in one or more content areas, the IEP team will convene to determine whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations. In the event that this is being considered, the IEP team will recommend a re-evaluation with parent’s signature for informed consent.</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>BDS has designated an Instructional Specialist to run reports frequently, verify schedules of those who are eligible for FAA, reviews consent for access points and reviews data from all schools throughout the year.</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>Bay District Schools has not made changes due to currently having an effective process.</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 persons responsible for monitoring the progress of the AP.</p> <p>Currently, school-based IEP teams monitor progress using iReady and IEP Goal Data. BDS ESE Team is researching alternative options for progress monitoring for our students on access points.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Project Access Training with Jeff Pruitt at District Inservice, for Staffing Specialists, and for all teachers of students on access points. District ESE Staff also provides ongoing training throughout the year.</p>
20.	<p>What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA?</p> <p>BDS will continue to seek professional learning activities, maintain communication with FDOE for updates and will collaborate with other districts on best practices for students participating in FAA. Additionally, BDS ESE personnel deliver training to school teams to support school-based personnel in better understanding how to identify a student for access points.</p>

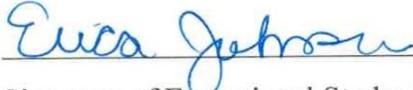
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent

10 Oct 25

Date



Signature of Exceptional Student Education
Director

1 October 2025

Date

Signature of Director of Data

Date