

Florida Department of Education

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

LEA: Calhoun 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>District ESE staff, in conjunction with the district alternate assessment coordinator, review student’s eligibility for participation in the Florida Alternate Assessment on an annual basis through course scheduling at the beginning of each school year, annual IEP reviews, desktop monitoring, and audit checklists. The state identified criteria for student eligibility for instruction on Access Points and participation in the FAA statewide assessment for students with the most significant cognitive impairments is used as a guide for all FAA participation to verify and confirm alignment with state criteria.</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: 2.0% Math: 2.2% Science: 2.4%</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: 2.1% Math: 2.1% Science: 1.7%</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 2025-26 SY in each of the following subjects?</p> <p>ELA: 98% Math: 97.8% Science: 97.6%</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: 97.9% Math: 97.8% Science: 98.2%</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>Yes, Calhoun County is a small and rural district in the Florida Panhandle where very small changes in enrollment can have a significant impact on our percentage of students with disabilities participating in the FAA. Our community has deficits in healthcare and community resources which may add to our percent of eligible students for the FAA consistently being higher than 1%.</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): 1.9% Autism Spectrum Disorder (ASD): 0.2% 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>Calhoun County has four schools in the district. The majority of the students who are enrolled in Access Points courses and take the FAA attend either Blountstown Elementary School or Blountstown High School. These two schools have specialized programs and classrooms designed to meet the needs of</p>

	<p>students with the most significant cognitive impairments. As a result, these schools have a higher percentage of students who take the FAA.</p>
<p>9.</p>	<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>No significant patterns were identified. FAA participation rates are consistent across specified subgroups.</p>
<p>10.</p>	<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>Calhoun County historically meets the 95% participation rate in assessments. The district places a strong emphasis on attendance and communicates the importance through parent conferences, ParentSquare messages, attendance chats with students, incentives for attendance, and consistent messages across all grades and all schools in the district. District assessment calendars are shared with schools and families with an emphasis on assessment dates to encourage students to be in attendance.</p>
<p>11.</p>	<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>Calhoun County requires that district level LEAs attend all IEP meetings to ensure IEP teams are following the state’s guidelines and criteria regarding which students should take the FAA. The state checklist for Course and Assessment Participation is strictly followed. Calhoun County uses the PEER IEP system and this checklist is embedded in the PEER IEP system. Each question is considered carefully to ensure appropriate decisions are made based on stated criteria.</p>

<p>12.</p>	<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>A statistically significant cognitive impairment score at or below the 1st percentile (standard score of 67 or below), or approved procedures for extraordinary circumstances (Rule 6A-1.0943).</p> <p>Evidence of receiving specially designed instruction on Access Points for two consecutive FTE reporting periods.</p> <p>Documentation of limited progress despite intensive interventions, supplementary aids, and assistive technology.</p> <p>Confirmation that the student was present for instruction and taught by a certified teacher for the required percentages for the prior school year.</p> <p>The information is explained to parents in their native language and informed consent is documented along with the signed parental consent form as part of the IEP team decision making process.</p>
<p>13.</p>	<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>Yes. A district wide review of all students participating on Access Points curriculum and participating in the FAA was completed as the result of the updated state board rule.</p> <p>One 9th grade student was identified with a full scale IQ score higher than the established criteria of 67 or below. The student had also previously made a Level 2 on the statewide assessment in ELA during elementary school. The IEP team reconvened to consider additional supports and accommodations for the student. The student was placed back on regular course standards and assessments. The student eventually left the public school setting and enrolled in a home school setting.</p>
<p>14.</p>	<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>Information is provided annually at the IEP meeting. Parents receive the Parental Consent Form: Instruction in Access Points (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, which is embedded in the PEER system in multiple languages. The full IEP document is also provided to the parent and/or adult student.</p> <p>Moving forward, the “Frequently Asked Questions About Access Points – Alternate Academic Achievement Standards and Florida Alternate Assessment” brochure will also be used to share with parents.</p>
<p>15.</p>	<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>IEP teams review assessment data of students taking the FAA on an annual basis. Students who score satisfactory (Level 3) or above satisfactory (Level 4) in any of the assessment content areas will be reviewed closely to determine if the FAA assessment and Access Point standards are still appropriate. Other assessment data such as STAR, iReady, work samples, and report card grades will be reviewed as well. This review and the recommendation of the IEP team will be documented in the IEP conference notes.</p>
<p>16.</p>	<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>Action Step 1: The district ESE office will review all students who are enrolled and recommended for participation in Access Points standards and the FAA based on the prior year’s IEP.</p> <p>Action Step 2: ESE personnel (staffing specialist, ESE coordinator, ESE director) attend all IEPs for students who are recommended to take Access Points standards and the FAA to ensure all appropriate data is available and reviewed by the IEP team which includes the “Checklist for Participation” embedded in the PEER IEP System.</p>

	<p>Action Step 3: The Alternate Assessment Coordinator completes the FAA assurances document reverifying all of the required information is documented and in place in each student’s ESE folder and IEP prior to sending the assessment file to FDOE.</p> <p>Action Step 4: The ESE director participates in the 1% data chat with FDOE personnel on an annual basis to review any student data that does not align with the FAA participation requirements.</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>The LEA provides annual training on FAA participation guidelines for all ESE teachers and staffing specialists/ESE coordinator. This training includes a review of state procedures and requirements for students to be eligible for participation.</p> <p>This process is effective because we have district personnel attend every IEP meeting to ensure the appropriate procedures are followed for FAA participation.</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> <ol style="list-style-type: none"> 1. Review FAA participation projections for the assessment year. This will be done by reviewing MIS data reports and FAA assurances reports once each semester. This review will be conducted by the Alternate Assessment Coordinator. 2. Review of IEPs will be conducted for students taking the FAA. This will be done annually by the ESE staffing specialist/ESE coordinator. 3. Use of desktop monitoring protocols for an in-depth review of all students who are recommended to take the FAA. This will be done annually by district ESE personnel.
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>The district will utilize state discretionary projects such as FDLRS, ACCESS Project, and ISRD to provide professional learning to help ensure appropriate decisions are being made regarding Access standards and FAA participation.</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>The FAA participation checklist will be reviewed with school based personnel to include school based administrations, guidance counselors, and teachers to ensure they are aware that specific criteria must be met before an IEP team can consider a student's eligibility for Access standards or FAA participation.</p> <p>The LEA will also work to strengthen the Multi-Tiered System of Supports (MTSS) to help ensure students receive strong tiered interventions to reduce the need for ESE eligibility or the need for Access standards/FAA participation.</p>
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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.

Darryl Taylor, III

Signature of Superintendent

9-30-25

Date

Shaci Williams

Signature of Exceptional Student Education Director

9/30/25

Date

Debbie Williams

Signature of Director of Data

9/30/25

Date