

Florida Department of Education

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

LEA: Citrus

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>A report from the SIS that contains the data elements</p> <ul style="list-style-type: none">• School• Name• Grade• Disability• Participation Status <p>is reviewed periodically to ensure students marked (Y) for participation status meet the participation eligibility criteria consistent with rule 6A-1.0943 and the “Checklist for Course and Assessment Participation”. If students are identified who do not meet the criteria, schools are notified to review and take appropriate corrective action.</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: 1.86% Math: 2.13% Science: 1.88%</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: 1.71% Math: 1.90% Science: 1.70%</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: 95% Science: 96%</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: 99% Math: 96% 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>Citrus County School District has an ESE center school that provides educational services for students with the most significant cognitive disabilities. In addition, The Key Training Center is an organization in Citrus County for adults with developmental disabilities and provides an adult day training program, community-based group homes, and assisted living. Families with children with significant cognitive disabilities move to Citrus County to enroll at the ESE center school and transition them to The Key Training Center after graduation.</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): 65.7% Autism Spectrum Disorder (ASD): 19.3% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 3.3%</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</p>

	<p>who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>Across 11 elementary schools, participation rate between schools is consistent with no outliers. Across 4 middle schools, participation rate between schools is consistent with no outliers. Across 3 high schools, participation rate between schools is consistent with no outliers. A higher rate of the total students participating in FAA attend the ESE center school for students with significant cognitive disabilities. This is a consistent trend.</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 data review of participation of students in alternate assessments does not show 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.</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>Citrus County had an overall participation rate of 98.4% and students with disabilities had a 96.7% participation rate. Citrus county will continue to focus on attendance policies to ensure students are attending school and present for participation in 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>All schools used the “Checklist for Course and Assessment Participation” for IEP decisions regarding participation in the FAA.</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> <ul style="list-style-type: none">• The student receives exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment (IEP, student schedules)• The student receives specially designed instruction, which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards (IEP, schedule, lesson plans)• The student receives support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards (schedule, lesson plans)• Documented evidence shows that after exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards (IEP)• Documented evidence shows that after accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards (IEP)• Documented evidence shows that after the provision and use of assistive technology, the student requires modifications to the general education curriculum standards (IEP)• Even with direct instruction in all core academic the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications (lesson plans, IEP)• Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least seventy (70) percent of the school year prior to the assessment (attendance records)• Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least eighty (80) percent of the school year prior to the assessment (schedule, teacher certification)• The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)(psychoeducational report)
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	<ul style="list-style-type: none"> The student is evaluated and found to have a most significant cognitive disability (psychoeducation report, eligibility report)
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>Students have been removed from participating in the FAA using state guidelines. Some examples of removals include</p> <ul style="list-style-type: none"> Students identified as SLD Students identified solely as EBD or SI Students scored a level 2 or above on previous statewide general assessment <p>Schools were notified and IEP teams met and conducted corrective actions. These activities occurred in the past and data on the number of students is not available. The district has shifted to a preventive approach to ensure ineligible students are not participating in the FAA.</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>The decision that a student with a significant cognitive disability will participate in the standardized alternate assessment is made by IEP teams with parent input and supporting data, is recorded on the IEP, and is documented on the parental consent form. The consent form is provided in the parent and student’s native language, and the implications of participation are reviewed using the parental consent form as a guide, specifically the bullet list of understandings. Participation is reviewed annually.</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> <ul style="list-style-type: none"> Assessment data will be reviewed by the district and students with advanced proficiency or perfect scores in one or more content areas will be reported back to the school IEP teams will review data of students with advanced proficiency or perfect scores in one or more content areas and consider whether these

	<p>students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations</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>Monthly, a report from the SIS with that contains the data elements</p> <ul style="list-style-type: none"> • School • Name • Grade • Disability • Participation Status <p>will be reviewed to ensure students marked (Y) for participation status meet the participation eligibility criteria consistent with rule 6A-1.0943 and the “Checklist for Course and Assessment Participation”. If students are identified who do not meet the criteria, schools are notified to review and take appropriate corrective action. This is an ongoing cycle with verification of corrections monthly. As needed, district staff will assist schools with technical assistance and parent communication.</p>
<p>17.</p>	<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> <ul style="list-style-type: none"> • The district maintains a running spreadsheet of students participating in FAA • Students are validated utilizing rule 6A-1.0943 and the “Checklist for Course and Assessment Participation” • School-based specialists are provided professional learning by the district on rule 6A-1.0943 and the “Checklist for Course and Assessment Participation” • Monthly SIS reports are reviewed and when ineligible students are identified, schools are notified for corrective action <p>This process has been effective in identifying students who do not meet the criteria for participation in FAA based on rule 6A-1.0943 and the “Checklist for Course and Assessment Participation”.</p>

<p>18.</p>	<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> <ul style="list-style-type: none"> • The district maintains a running spreadsheet of students participating in FAA (spreadsheet) • Students are validated utilizing rule 6A-1.0943 and the “Checklist for Course and Assessment Participation” • School-based specialists are provided professional learning by the district on rule 6A-1.0943 and the “Checklist for Course and Assessment Participation” (meeting agenda) • Monthly SIS reports are reviewed and when ineligible students are identified, schools are notified for corrective action (SIS report, IEP) • Assessment data will be reviewed by the district and students with advanced proficiency or perfect scores in one or more content areas will be reported back to the school (Cambium) • IEP teams will review 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 supports and accommodations (meeting notes, IEP) • The ESE Director or designee is responsible for monitoring the progress of the AP
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <ul style="list-style-type: none"> • School and district staff will participate in FAA training with Cambium • The district is partnering with FIN & Project Access to provide the training, Planning For Students with the Most Significant Cognitive Disabilities Using In-Class Models of Support • During monthly meetings, district and school-based specialists receive mini-professional learning centered on eligibility decisions and best practices
<p>20.</p>	<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 district is focused on implementing its MTSS with an increased focus on a robust Universal Education system that includes explicit and systematic instruction that meets the needs of all learners. The district has developed an MTSS Success Guide in partnership with the PS/Rtl project. Additionally, the district has partnered with the Bureau of School Improvement to provide professional learning centered on high impact instruction.</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.



Signature of Superintendent



Date



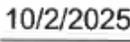
Signature of Exceptional Student Education Director



Date



Signature of Director of Data



Date