

Florida Department of Education

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

LEA: Clay County 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? Our district reviews FAA participation data annually through district-level 1% self-assessments and FDOE 1% Data Discussions.
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: 1.4% Math: 1.5% Science: 1.6%
3.	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? ELA: 1.3% Math: 1.4% Science: 1.6%
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: 98% Math: 97% Science: 97%

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% Math: >97% Science: >97%</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>The school district identified specific programs that may contribute to a higher enrollment of SWDs assessed through the FAA. The United States Navy has designated the Jacksonville Navy base as one of the homestead sites that provides unique assistance to families who have children with significant special needs. Active duty members can request to be assigned to the Jacksonville base in order to obtain special needs educational services for their children. Due to an excellent educational reputation, many of these families choose to reside in Clay County and enroll their children with significant special needs in Clay County District Schools. Another factor contributing to a higher number of students assessed through the FAA is Clay County is the site for nine group home companies that provide residential care for students with significant cognitive disabilities and significant behavioral challenges.</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): 75% Autism Spectrum Disorder (ASD): 32% Traumatic Brain Injury (TBI): 40% (2 of 5 students) Other Health Impairment (OHI): 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 who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>Students with the most significant cognitive disabilities in Clay County are served in a variety of ways. They may receive support in a general education setting via support facilitation, be placed in a self-contained classroom, or experience a combination of both settings. Assessment is determined based on each student’s individual needs, and there are instances in which students with the</p>

	<p>most significant cognitive disabilities are not assessed using the FAA. While Clay County does not have dedicated center schools, certain schools have classrooms specifically designed for students with significant cognitive disabilities. These schools tend to have higher numbers of students likely to participate in the alternative 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>The racial makeup of students on the alternate assessment highlights some important differences when compared to the general student population. White students represent 52% of students on the alternate assessment, closely aligning with their 58% representation in the overall population. Hispanic students make up 12% of the alternate assessment group, which is near their 16% in the general population, and representation of Asian and American Indian students is present, though in smaller numbers. Notably, African American students represent 32% of students on the alternate assessment, showing a much stronger presence compared to their 17% in the general population.</p> <p>To reduce the overrepresentation of African American students on the alternate assessment, the district can focus on several proactive steps. Strengthening early literacy and math interventions, especially in the primary grades, will help build a strong foundation for long-term success. Reviewing identification processes ensures that placement decisions are consistent and free from bias, while professional development for educators on culturally responsive practices supports high expectations for all learners. Engaging families as partners in the decision-making process, expanding access to inclusive practices and assistive technologies, and monitoring disaggregated data regularly will further guide equitable practices and improve outcomes for all students.</p>

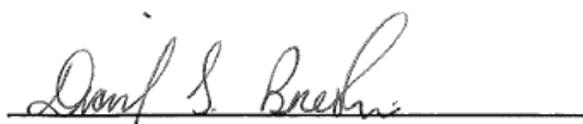
<p>10.</p>	<p>How will the LEA seek to assess 95% participation in all assessments, including students with disabilities in all grades and subjects? Review your individual educational plan (IEP) data and identification practices to identify the root cause of why the LEA is under the 95% participation rate and over the 1% threshold for students participating in the FAA.</p> <p>The LEA is committed to maintaining a high level of participation through continuous, rigorous monitoring during the assessment period. 99% of students participating in the FAA were assessed in the 24-25 school year. The LEA continuously reviews and monitors the list of students who are required to take the FAA. A designated school-based administrator at each campus is responsible for overseeing the assessment process and actively ensuring that all students on their roster are assessed.</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>The LEA utilizes the district Access Point/FAA Team to support schools with the implementation of the state’s guidelines and criteria. School teams are provided with a data collection process aligned to the state criteria. Once all data is collected a review team is assembled to ensure the student meets state guidelines and all options have been exhausted. In addition, the assessment page of the IEP is aligned with the state criteria. This ensures that every required consideration is addressed, and the decision is supported by the collected data.</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>Teams are required to first complete a Consideration for Access Points Packet, which is reviewed by the district prior to the IEP team meeting to determine eligibility for Access Points. This packet is a comprehensive, detailed narrative of the student’s current performance and includes information such as state testing results, attendance, teacher certification, psycho-educational evaluations, use of supplementary materials, small group instruction, and the application of assistive technology and accommodations. Once the school completes the packet, a district team reviews it, verifying all components. If the information aligns with state guidelines, the school is then authorized to schedule an IEP meeting to determine the most appropriate method for assessing the student.</p> <p>Schools receive guidance on how to proceed with the IEP meeting. It is important for teams to remember to clearly explain to parents the potential limitations their student may face if they graduate with a standard diploma via Access Points. These limitations can include reduced opportunities in the military, certain employment sectors, and post-secondary education options.</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>Students have been removed from the FAA in accordance with state guidelines. The removal process includes A comprehensive review of records, such as test history, classification performance, parent input, and, when applicable, transition plans. Following this review, an IEP meeting is held to bring the team together to determine appropriate services, accommodations, and scheduling to ensure a successful transition for the student. In some cases, high school families have chosen to retake access courses that counted as credits so that the transcript reflects only standard coursework. Additionally, several students removed from FAA were transfer students who had previously been found eligible for FAA services by another district.</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>Families are informed of instruction in Access Points in an IEP meeting. At initial eligibility the team reviews pertinent data and evaluations to determine which assessment is the most appropriate for the student. Typically, an ESE program specialist or the AAC participates in IEP meetings when Access Point instruction will be discussed for the first time. Parents are provided the opportunity to ask questions as well as receive a copy of the Access Project brochure and/or Access Project website for additional information. If a student meets criteria, the consent page is reviewed with the families as well as the implications of participation. At this time, they are informed participation is reviewed at every IEP meeting and consent is required annually. The LEA provided interpreters at IEP meetings to support the information being disseminated in the family's native language.</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>For students with disabilities who demonstrate advanced proficiency in more than one content area, assessment data is systematically reviewed on an annual basis. Teachers analyze individual student scores each year to inform instruction and identify areas of continued growth. In addition, the district conducts an annual review of assessment results to monitor patterns and ensure appropriate support and enrichment opportunities are provided. These results are also</p>

	<p>discussed during the student’s yearly IEP meeting, where the team reviews performance data, considers the student’s strengths, and makes recommendations to ensure the educational program remains appropriately challenging and aligned with the student’s individual needs</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>In November, we generate a report of all students taking the alternative assessment to complete the FAA assurances spreadsheet. District specialists review each student's IEP and course schedule to confirm they are assigned the appropriate assessment. In February, we run the report again and compare it with the November list. The verified list, along with pre-ID labels, is then sent to each school's assessment coordinator. To ensure accuracy, the district team continuously monitors the number of students taking the FAA through data reviews and monthly collaboration school-based ESE specialists.</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> <p>Improvement activities implemented included training sessions facilitated by the Alternative Assessment Coordinator or individual school teams, including administrators. These sessions provided guidance on the process for completing a proposal to determine student eligibility for alternative assessment by the IEP team.</p> <p>The proposal requires schools to compile documentation of student performance, review prior assessment history, and address all components outlined in the state guidelines for access points. Completed proposals are reviewed by a district-level team prior to the IEP meeting to ensure compliance. The next step will be to evaluate whether the current global full-scale IQ state guidelines adequately address the needs of our district.</p> <p>Next steps, district-specific guidelines will be reinforced to ensure that students continue to access general education standards until a clear pattern emerges through their test history and classroom performance with state requirements.</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> <p>Persons responsible:</p> <ul style="list-style-type: none"> --Director of ESE: Melanie Sanders --Access Points Coordinator: Heather Kastelz --ASD Specialist: Rebekka Mathews

	<p>Plan:</p> <ol style="list-style-type: none"> 1. Pull report from SIS of students currently slated for alternate assessment 2. Train teachers and school-based assessment coordinators 3. Verify IEP and course codes to ensure alignment 4. Monitor throughout the year requests for students who may be eligible for access points (team meets twice per month to review)
19.	<p>What professional learning will your staff complete for the 2025-26 SY? The Clay County Exceptional Student Education (ESE) Department provides professional development and ongoing guidance to IEP teams outlining the specific procedures for determining the type of standards students with disabilities will receive instruction in and how they will participate in the statewide assessment system.</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? The Alternate Assessment Coordinator and the Coordinator of Data Science work collaboratively to analyze assessment results, identify patterns and trends, and validate findings to ensure accurate assessment placement. Students with a history of scoring at Level 4 will be reviewed by the district team to confirm appropriate placement. Additionally, the district team will verify qualifications for participation in the Florida Alternate Assessment (FAA) to ensure compliance with state guidelines.</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

10/1/25

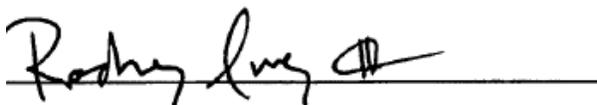
Date



Signature of Exceptional Student Education Director

10/1/25

Date



Signature of Director of Data

10/1/25

Date