

Florida Department of Education

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

LEA: _____ Dixie _____

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>The Dixie County School District conducted a comprehensive analysis of the 2024-2025 assessment data. The District Assessment Coordinator, Management Information Systems Coordinator, and Exceptional Student Education (ESE) Specialist office collaborated to review the data and participation rates. Data was disaggregated by assessment type, primary exceptionality, and instruction on Access Points. Our IEP teams review student data prior to and during IEP meetings to determine student eligibility.</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: 1.5% Math: 2.1% Science: 1.8%</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: 2.3% Math: 1.9% Science: 1.4%</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: 98.5%</p> <p>Math: 97.9%</p> <p>Science: 98.2%</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: 97.8%</p> <p>Math: 98.1%</p> <p>Science: 98.6%</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>In recent years, Dixie County has received an influx of students with significant needs. Many are drawn to the area due to low property costs and taxes, even though local job sources are limited and no public transportation is available. At the same time, student enrollment overall has declined leading to an increase in the percentage of students with disabilities.</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): 67.7%</p> <p>Autism Spectrum Disorder (ASD): 32.3%</p> <p>Traumatic Brain Injury (TBI): 0%</p> <p>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>There are naturally more students participating in the FAA in the middle-high school due to that center serving more students than the others. It includes grades 7-12. There are fewer students at the elementary school because they only serve students in grade 3 that are eligible to take the FAA. When comparing the number by grade level, they are fairly evenly spread across all grades. No significant patterns were identified.</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>The overall student population has a relative correlation to the populations of students taking the FAA in regards to the subgroups of English Language Learners, African American students, Hispanic/Latino students, male/female students and low-income 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>In school year 2024-2025, Dixie District Schools had a 97.4% participation in state assessments. This is attributed to the district attendance policy, public relations, and offering make-up testing days for students that were unable to attend on the designated day. We strive to attain 100% of student participation and work closely with the assessment coordinators from each school to verify that each student has a test score prior to the close of each testing window. These policies will remain in effect through the 2025-2026 school year and participation rates should be at or above the state expectation.</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>Consistency is ensured by mandating the use of the state’s “Checklist for Course and Assessment Participation,” which is embedded in our PEER IEP system.</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>When the school or district is considering that a student participates in the FAA, all relevant data is considered to determine if the student meets the criteria and that all exclusionary factors are considered. The team verifies that the student is</p>

	<p>having limited progress despite intensive interventions, supplementary aids, and assistive technology. It is also verified that the student was present for instruction by a certified teacher for the required percentages of the prior school year. The district maintains a spreadsheet to track the students that are participating in the FAA and that the appropriate courses are assigned.</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>Our district staffing specialist reviews the data annually to verify that students are placed correctly and that the data is current. If needed, permission is requested to update test scores/data to confirm student placement. In a prior year, one student was changed from the alternate assessment to the general state assessment by the IEP team to be sure that the student was in the Least Restrictive Environment allowable. Student achievement was considered by the team to include classroom assessments and assignments, classroom observations, information provided by the parent, and FAA results. The student was performing above expectations according to the data. The student was/is being closely monitored to ensure success in the general curriculum.</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 and Administration of the Statewide, Standardized Alternate Assessment, which is embedded in the PEER system in multiple languages. The IEP document itself, which includes assessment and accommodation details, is also provided.</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>Annually, the IEP team reviews student progress and assessment results. Students scoring advanced or perfect are considered for participation in the general statewide assessments. Work samples, progress data, along with the assessment results are analyzed to determine if the student may need a change of placement or assessment.</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 district monitors the name, number, and details of students taking the FAA throughout the year. Cross-checking between Skyward and PEER assists in accuracy prior to FTE counts. Individual student records are monitored for continuing eligibility throughout the year. The district Staffing Specialist participates in the IEP process and communication is shared with the Alternate Assessment Coordinator and Test Coordinator.</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>Annual training is provided for those administering the FAA. This training included a review of the policies and procedures specific to the FAA. This proved to be effective.</p> <p>Additionally, each year the district staffing specialist reviews psychological results to determine if any results could be outdated. If needed, we get permission for reevaluation to determine if the student continues to be eligible for the alternate assessment.</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>The ESE team will monitor the progress of our plan. Data will be analyzed to ensure that students are taking the proper courses and assessments to meet their educational needs and follow all policies and procedures. This team consists of the ESE Specialist/Alternate Assessment Coordinator, Staffing Specialist, school guidance counselors, and MIS Coordinator.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>The district will utilize state-level experts through targeted trainings by FDLRS and ISRD. Additionally, any trainings offered by the state when available.</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>

We will continue to support schools with guidance and training in using the checklist and guiding questions document. Additionally, we will work to strengthen the MTSS in our district to allow students to receive intensive instruction within the general education setting prior to referral for ESE services. Monitoring to ensure that students are placed in their Least Restrictive Environment (LRE) is a high priority within our district.

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.

Mike Thomas

Signature of Superintendent

10/14/25

Date

Robyn Norton

Signature of Exceptional Student Education
Director

10/15/25

Date

Monica R. Jr

Signature of Director of Data

10/15/25

Date