

Florida Department of Education

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

LEA: Franklin County School District

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? Assessment Data reviews are scheduled monthly at the school level as well as with Project 10 (high school tracking). Franklin County School District completed a comprehensive review of the data with the guidance of Project 10 on July 25, 2025.</p> <p>Participating in the monthly data review meetings are the District Assessment Coordinator, Project 10 (Tracy Dempsey), ESE Director, ESE Staffing Specialist, School Administrators, Guidance Counselors. FAST data and FAA participation rates were disaggregated by assessment type, primary exceptionality and eligibility for participation in instruction/assessment on ACCESS Points. A targeted review/audit conducted by PAEC was completed in June 2025. The review/audit targeted IEP's (Individual Educational Plans) for students participating in FAA to verify alignment with state/federal criteria, as well as accommodations. Based on current ESE student enrollment (which increased), we can predict to remain over the 1% cap for participation 2025-2026.</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: 3.1% Math: 3.3% Science: 4.7%</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: 2.92% Math: 3.23% Science: 2.95%</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? *All students included, even EOCS</p> <p>ELA: 97.16% Math: 96.73% Science: 97.53%</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: 97.16% Math: 96.87% Science: 97.13%</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. Franklin County School District is a very small, rural district that lacks access to wraparound services and community-based resources such as pre-natal care and Early Steps for developmental delays. We also have a high population of students who receive outside diagnosis and historically lack the proper processes and procedures for ESE and MTSS causing ESE referrals to exceed the state average. Franklin County has a VPK-8 charter school, Apalachicola Bay Charter, whose enrollment is 342 students. Five of their students are W-IND taking FAA. Apalachicola Bay Charter school tested approximately 207 students in Grades 3-8: 2.48% Alternate Assessment.</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): 86.9% Autism Spectrum Disorder (ASD): 8.7% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 0% Orthopedically Impaired (Ortho): 4.3%</p>

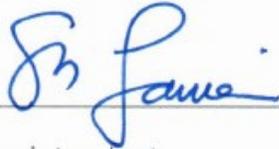
8.	<p>After reviewing your data on students with the most significant cognitive disabilities, were there any patterns that emerged? For example, were students who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>No significant patterns were identified. FAA participation rates are consistent across schools and classrooms. It does appear that the charter school has a higher percentage of students on FAA causing our district percentage to be above the 1%.</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>No. Currently, we are not aware of any disproportionality of sub-groups.</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>Franklin County Schools will continuously review IEP data, progress monitoring data, curriculum-based assessment data, grades, attendance, and behavior to ensure 95% of students are participating in the general education setting, curriculum as well as assessments. The district assessment coordinator ensures that students are present and complete their appropriate assessments. She schedules re-takes and provides assessment setting and accommodations are being met for all students with 504's and IEP's. Franklin County is currently working to review and implement changes based on data, to ensure we are moving towards the 1% threshold for students participating in the FAA. With the assistance of ISRD, PAEC, Access Project, FIN, and Project 10, we will continually evaluate our processes and procedures in order to make changes.</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?</p>

	<p>(Please consider using the “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>Franklin County Schools utilizes the “Checklist for Course and Assessment Participation”. After a review of the IEP’s, PAEC provided our ESE team members with Comprehensive IEP Compliance Training July, 2025. Utilizing the PEER IEP system, our ESE team ensures compliance on all components of the IEP before an IEP is finalized. Our District Assessment Coordinator provides monthly data reviews and training on assessments. The ESE Director will reach out to IDEA projects to assist in evaluating and providing feedback on our practices, processes and procedures for continued improvement.</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>During the IEP, the team utilizes the checklist for participation as well as the IEP questions for eligibility. Franklin County Schools have processes and procedures in place that align with state and federal laws.</p>
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>Currently, Franklin County School District is reviewing all the IEP’s to ensure participation in FAA has been deemed appropriate utilizing the FAA Assessment checklist and indicators provided in the IEP.</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>Franklin County Schools provides discussion and answers to specific questions regarding instruction and assessment during IEP meetings. We provide a translator for families who are non-English speaking during the IEP meeting to effectively communicate. During the annual review we require parental consent. Documentation in the meeting minutes note any questions or concerns parents have regarding participation.</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. Franklin County Schools data team along with teachers, special education teachers and district administrators review assessment data on a monthly basis.</p>

	<p>When a student is performing at or above their peers, we gather all data as well as classroom performance measures and determine if the student can be removed from FAA. If this decision is made, we send a prior written notice to parents with a meeting notice. Once the IEP team convenes, it is decided if the student can participate in the general education curriculum and assessments. The IEP makes the final determination.</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>Franklin County School District ensures continuous monitoring of student progress. The ESE Staffing Specialist, ESE Director, Administration, District Assessment Coordinator, as well as teachers, meet to review data and "flag" students who may not meet criteria after being identified as FAA or ACCESS Points. This takes place during monthly meetings. If the student is identified as being included in the general education curriculum and assessment, an IEP team meeting is scheduled.</p> <p>A prior written notice as well as meeting notice is send home to the parent. During the IEP meeting, a discussion around specific data and monitoring is discussed. Subject area information is relayed to parents as well as specific standards related to skill development and expectations. The team then determines if the student should participate with accommodations on state wide assessments and general education curriculum assessments.</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>During the SY 2024-2025 we made not changes. The district lost their ESE Director. During the 2025-2026 school year, changes implemented are as described in numbers 14,15,16 of the Justification Template.</p> <p>Training will be conducted this school year by the ACCESS Project in order to ensure complete understanding and to evaluate our current practices and procedures. We anticipate with the assistance of Project 10, PAEC, Access Project and ISRD, our district will be conducting more extensive and productive evaluations of our practices and procedures. Our goal is to meet requirements as well as communicate effectively with parents about the new process and procedures as we implement changes.</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>Franklin County School District is monitoring current students utilizing assurances set from 2024-2025. With the assistance of other IDEA projects, we will collaborate and evaluate our practices and procedures. Feedback from the outside and subjective projects (ISRDR, Access Project, Project 10, PAEC) will enable us to clearly determine next steps and ensure we are not only meeting the legislative and requirements of federal law, but that our district is utilizing best practices to ensure optimal educational benefits for our students.</p> <p>IEP’s will be reviewed and changes will be made during the annual review. If needed, IEP meetings will be conducted more frequently to address changes to Alternate Assessments.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY? Franklin County School District will participate in the following:</p> <p>ISRDR Meetings – Directors and Staffing Specialists (using data to make determinations for Access point placement)</p> <p>PAEC- Developing an Individual Education Plan (Compliance training conducted July 2025 for the 2025-2026 school year)</p> <p>Access Project – Two Day Workshop (Date to be determined)</p> <p>Using data for decision making for teachers- provided by PAEC, Project 10, District Assessment Coordinator</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? Franklin County School will conduct training specific to the Checklist as well as the Access Project workshop.</p>

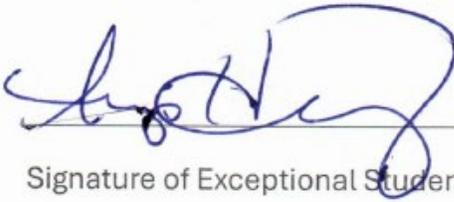
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Steve Lanier
Signature of Superintendent

September 29, 2025

Date



Signature of Exceptional Student Education
Director

9/29/25

Date



Signature of Director of Data

9/29/25

Date