

Florida Department of Education

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

LEA: Jackson

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 has looked for patterns and trends in student performance at various levels, such as individual student progress, class performance, and school-wide outcomes. We continue to look for ways to identify trends in their knowledge of real-world or authentic situations, rather than just what they know. We have also reviewed behavioral data to determine what age levels of students seem to be struggling the most in the school setting.
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: 2.7% Math: 2.8% Science: 2.9%
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: 2.0% Math: 1.9% Science: 2.4%
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: 98.9% of the 97.3% eligible to take it

	<p>Math: 98.2% of the 97.2% eligible to take it Science: 98.3% of the 97.1% eligible to take it</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: 98% Math: 98.1% Science: 97.6%</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>Jackson County has four prisons within the county. This draws both people who work there as well as family members of those who are incarcerated to be closer to family members. We also have migrant families who work on farms, and we are a very rural county. All of these things draw people to our county.</p> <p>Jackson County also has the center school, Hope. This school houses programs for students with cognitive disabilities, medically fragile students, and students with emotional and behavioral disabilities.</p>
7.	<p>List the percentages of the following primary/secondary exceptionalty 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): 62% Autism Spectrum Disorder (ASD): 33% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 5%</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>We have a center school where most alternate assessment takes place. No other significant patters were identified. FAA participation rates are consistent across all other schools and classrooms.</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,</p>

	<p>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>Yes. Data indicate an overrepresentation of American Indian/Native Alaskan Race/Category in FAA participation compared to the subgroup in FAST participation. While 2.20% of the American Indian/Native Alaskan subgroup participates in FAA in the state, 9.09% this subgroup participates in FAA at the district level. This leaves a risk ratio of approximately 4.133. To address this: The district is conducting focused file reviews to determine if implicit bias influences IEP team decisions. We are strictly utilizing the "Checklist for Participation" to guide eligibility decisions. A reconfigured Multi-Tiered System of Supports (MTSS) process, overseen by a dedicated coordinator, ensures appropriate general education interventions are implemented prior to special education referral.</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>The primary strategy is a proactive test-day attendance plan, which includes targeted outreach to the families of students who frequently miss school. By minimizing absences, we will increase overall participation rates.</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>IEP teams must consider all eligibility criteria when making the decision to move a child to FAA. First, the student cannot be a student that has been identified as having a specific learning disability, emotional or behavioral disability, a language impairment, a speech impairment, DHH, visual or dual sensory impairment, or an orthopedic impairment. The student must show that even with modifications, and after using a variety of supplemental materials, and the use of assistive technology, they are still falling behind in the general education curriculum standards. The student needs to be receiving ESE services and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive FTE reporting periods prior to the assessment. The student must also have a statistically significant below average global cognitive score that falls within</p>

	<p>the first percentile rank (67 or under) or a district -determined procedure that has been approved by FDOE in the district’s ESE Policies and Procedures.</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>First, the student must have a statistically significant cognitive score at or below the first percentile, or an approved alternate procedure. The student must also have evidence of being enrolled in instruction on access points for two consecutive FTE reporting periods. There must be documentation of lack of progress even with interventions, assistive technology, and modifications. The student must have been taught by a certified teacher for the required courses. The IEP team must then meet and determine if this participation is best for the student. All of this with the rationale must be presented in the parents’ native language, and there must be documented informed consent.</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, as an IEP team, it was determined to gain permission and conduct a new re-evaluation based on performance in class and on the FAA. Once the re-evaluation was complete, the team met to interpret the results and make the decision of next steps. These evaluations have shown student performance to be of that which would allow them to be successful in the general education classroom. The team determined how that would happen and what transitions needed to take place. In the past three years, we have removed approximately four from FAA. The common concern is that students will struggle when going to general education standards. As a district, we have found that providing the proper accommodations, services, and supports tailored for the student’s need is crucial in making the successful transition for each student.</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 in parents’ native language during each annual IEP meeting and parent consent is gained annually on the Parental Consent form for Instruction in Access Points and Administration of the FAA. IEP notes document the discussions along with the PWN.</p>

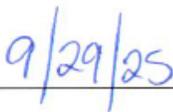
15.	<p>Describe how IEP teams will review the assessment data of students with advanced proficiency or perfect scores in one or more content area and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>IEP teams are required to review the performance of all students taking the FAA on an annual basis. Any student scoring "Proficient" or "Advanced" in any content area will trigger an automatic reconvene of the IEP team. The team will analyze progress data, work samples, and IEP goals to determine if the student can now participate in the general assessment with accommodations. This review will be documented in the IEP notes.</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's ESE department generates a pre-assessment report for all students projected for FAA participation based on prior-year IEPs. Then, the program specialist, FAA Testing Coordinator and ESE Director review the list, using the "Checklist for Participation" to determine if file reviews are necessary before finalizing decisions. This process ensures that the district validates the appropriate participants.</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>Training was provided to all test administrators of the FAA for the 2024-25 school year. This training was mostly effective. There were some test administrators that will need more 1:1 training for the current school year.</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 district will work to maintain and/or reduce district-wide FAA participation to 1.0% by the end of the 2026-27 school year.</p> <ol style="list-style-type: none"> 1. Review of FAA participation lists, Focus Reports, Quarterly, ESE Department 2. Audit IEPs of students taking the FAA annually by program specialists 3. Analysis of disaggregated FAA participation data, FDOE Assessment Reports, and district data dashboard by the ESE Department
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p>

	<p>Staff are being provided training on reviewing data and writing effective present level statements that show how the student has progressed and areas of weakness. This training is provided by Project Access. The district will also utilize FDLRS to enhance staff understanding of assessment decision-making criteria.</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 district will strengthen the MTSS process to ensure students receive appropriate, intensive interventions within the general education setting before an ESE referral is considered.</p>

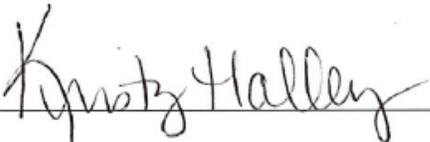
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



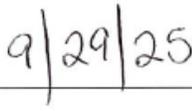
Signature of Superintendent



Date



Signature of Exceptional Student Education Director



Date



Signature of Director of Data



Date