

Florida Department of Education

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

LEA: Jefferson

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>Jefferson County Schools has gathered data from the following sources to review and ensure compliance:</p> <ul style="list-style-type: none">• Student Information System (SIS)- Focus data report generated by district data analyst.• Director of Exceptional Student Education (ESE), Caroline Gillis, compared SIS data to FLDOE PAADS 1% Participation in Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS) data for the 2024-25 school year data report on 09/15/2025.• School year 2025-2026 Policies and Procedures (P&P) was reviewed collaboratively by the ESE Director and Superintendent on 09/15/2025 for compliance with all IDEA federal and State Statutes.<ul style="list-style-type: none">- Policies and Procedures for Students with Disabilities Part II. Sections:<ul style="list-style-type: none">- B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder (ASD) Section- B.8 Exceptional Student Education Eligibility for Students with Intellectual Disability (IND)- E: Participation in State and District Assessments• Jefferson also ensures compliance by utilizing the provided FSAA checklist generated by the PEER system during all exceptionality determination meetings.
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<p>2.</p>	<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: 1.14 Math: 0.85 Science: 0.43</p>
<p>3.</p>	<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>The following projection data was calculated comparing data from the previous year to determine the number that graduated in comparison with those who may be tested; how many left vs. how many have been added.</p> <p>ELA: 1.56 Math: 0.85 Science: 0.43</p>
<p>4.</p>	<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: 58.10 Math: 50.57 Science: 18.75</p>
<p>5.</p>	<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: 58.10 Math: 50.75 Science: 18.75</p>
<p>6.</p>	<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>Jefferson County Schools is a small rural district. Contributing factors of 1% excess include:</p> <ul style="list-style-type: none"> • Low SES community • Above state average per capita drug related crime • Local rehab center • Lack of community resources and healthcare

	<ul style="list-style-type: none"> • Alternative school • Lower than state average student enrollment numbers which result in dramatic percentage increases with each student eligible for FSAA
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): 84.62 Autism Spectrum Disorder (ASD): 7.69 Traumatic Brain Injury (TBI): 0 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>After reviewing the data we found that students who attend the alternative school setting are more likely to be identified with the IND exceptionality and qualify for alternate 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 data shows that students who are from low-income families (relative to state average income) who are BL7 are more likely to qualify and participate in alternate assessments in Jefferson County. However, proportionate to our population and average income for the district, this subgroup is not disproportionately represented.</p> <p>Jefferson district plans to take the following steps during the 2025-2026 school year:</p> <ul style="list-style-type: none"> • Ensure compliance with all IDEA federal and State Statutes by reviewing district P&P section II components, in relation to the subgroup identified in the 2024-2025 school year. • Ensure professional learning for ESE team members and administration with the use of IDEA allocated funds. Staff will receive \$20.00 per hour to attend PL if after scheduled hours or on non-workdays.

	<ul style="list-style-type: none"> • Review and revise, if necessary, the MTSS process to address general education intervention success. • Utilize the Checklist for Course and Assessment Participation as well as the PEER system to understand the complex requirements of eligibility for alternate assessment. <p>Jefferson district plans to take the following steps during the 2026-2027 school year:</p> <ul style="list-style-type: none"> • <u>All above steps</u> will continue in the 2026-2027 school year as well as the following: • Review and revise, if necessary, the MTSS process to address general education intervention success. • Improve community outreach programs. • Improve Child Find compliance. • Improve family engagement and involvement.
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>Jefferson ESE team and administration will participate in all Using Data Well professional learning opportunities. The team will implement the core data strategies in relation to students with exceptionalities from the specific subgroup. Jefferson will also use this data model to review and assess other exceptionality areas, testing practices, family involvement activities and attendance efforts, including transportation personnel.</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> <ul style="list-style-type: none"> • School year 2025-2026 Policies and Procedures (P&P) was reviewed collaboratively by the ESE Director and Superintendent on 09/15/2025 for compliance with all IDEA federal and State Statutes. - Policies and Procedures for Students with Disabilities Part II. Sections: - B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder (ASD) Section - B.8 Exceptional Student Education Eligibility for Students with Intellectual Disability (IND) - E: Participation in State and District Assessments

	<ul style="list-style-type: none"> • Jefferson also ensures compliance by utilizing the provided FSAA checklist generated by the PEER system during all exceptionality determination meetings. Checklist for Course and Assessment Participation
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>Under Florida’s Rule 6A-1.0943, “Statewide Assessment for Students with Disabilities,” a student may participate in the alternate assessment (FAA) only if all of the following are satisfied:</p> <ol style="list-style-type: none"> 1. Has an IEP / ESE Services The student must receive Exceptional Student Education (ESE) services through a current Individualized Education Program (IEP). 2. Use of Alternate Achievement Standards for Two Reporting Periods The student must have been enrolled in courses aligned to alternate achievement standards (i.e. “Access Points”) for two consecutive full-time equivalent reporting periods prior to taking the FAA. 3. Specially Designed Instruction + Modifications The student must be receiving “specially designed instruction” (i.e. instruction adapted in content, methodology, or delivery) and must exhibit very limited or no progress in the general education curriculum standards, even with accommodations. <ul style="list-style-type: none"> ○ Even after exhausting all appropriate and allowable instructional accommodations, the student must still require modifications to the general curriculum standards. ○ The student must have had access to supplementary instructional materials, assistive technology, etc., and still require modifications. 4. Most Significant Cognitive Disability The student must have a most significant cognitive disability, defined in the rule as a global cognitive impairment affecting multiple areas of functioning, verified either by: <ul style="list-style-type: none"> ○ A full-scale IQ score at or below the first percentile (i.e. ≤ 67), or ○ If that is unattainable, a district-approved alternative procedure that meets criteria in the rule. 5. Not Eligible if Otherwise Disqualified The student is ineligible for FAA participation if any of the following apply: The student is identified as having only a specific learning disability or is gifted. <ul style="list-style-type: none"> • The student is identified solely for other disability categories (e.g. visual impairment, hearing impairment, emotional behavioral disability,

	<p>language impairment, speech impairment, orthopedic impairment) without the cognitive component.</p> <ul style="list-style-type: none"> • The student scored Level 2 or above on a prior general education standardized assessment, unless there is medical documentation of a subsequent traumatic brain injury or health event causing a severe decline. <p>6. Exceptional / Extraordinary Exemptions</p> <ul style="list-style-type: none"> • In certain cases, a student may be exempt from participating in the statewide assessment (including the FAA) if a “circumstance or condition” prevents them from physically demonstrating mastery of tested skills. The IEP team may request an extraordinary exemption with documentation, subject to the Commissioner’s approval. • For students with medical complexity, the IEP team (with parental consent and medical documentation) may determine that the student should not be assessed or may select an exemption option.
<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>No. Students on alternate assessment are reviewed annually during IEP meetings. Achievement levels on FAA for the previous 3 years are considered when determining if a student would still benefit from the alternate assessment or could attempt the FAST with needed accommodations. Student grade and transition plan, as well as post-secondary career options are also considered if the student is age 14 or in the 9th grade. We are currently reviewing a process to be explicitly stated in the 2026-2027 P&P.</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>During IEP meeting when considering a student for eligibility of alternate assessment as stated in Rule 6A-1.0943, Florida Administrative Code, students and families are provided informational material regarding Graduation/Standard Diploma Requirements for Students with Significant Cognitive Disabilities (PDF) Checklist for Course and Assessment Participation and IDEA funded state projects FIN and Project 10 resources. Families and students are also verbally walked through the qualifying process and implication for future employment, positive or negative.</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>Achievement levels on FAA for the previous 3 years are considered when determining if a student would still benefit from the alternate assessment or could attempt the FAST with needed accommodations. Student grade and transition plan, as well as post-secondary career options are also considered if the student is age 14 or in the 9th grade.</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> <ul style="list-style-type: none">• Review of data as students are being considered for placement.• Staffing specialist participation during the IEP process or meeting.• Continued conversation with Alternate Assessment Coordinator and the District Test Coordinator.• District SIS data review quarterly.
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> <ul style="list-style-type: none">• The ESE Director participated in all FLDOE BEESS Director Meetings (effective)• The ESE team did utilize the Checklist for Course and Assessment Participation as well as the PEER system to understand the complex requirements of eligibility for alternate assessment (effective)• Use of Peer system to generate IEP and ensure compliance (room for improvement)- Staff need to understand not only what is generated by peer but also the requirements of Rule and Statute. Some needed documents, such as parental consent, were not generated. The documents have been made available to staff through Peer and Teams channel.• Documentation upload to SIS Focus system (room for improvement)- Fields were added to the Focus system in September 2025 to ensure proper documentation was collected and stored where access is available to all administrators for compliance submission.

<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>Jefferson ESE Director and Data Specialist will monitor progress in the following ways:</p> <ul style="list-style-type: none"> • Student Information System (SIS)- Focus data report generated by district data analyst and submitted to ESE director quarterly. • Director of Exceptional Student Education (ESE), Caroline Gillis, compare these quarterly reports to historical PAADS 1% Participation in Alternate Assessment data. • Policies and Procedures (P&P) will be reviewed as needed and each May collaboratively by the ESE Director and Superintendent for compliance with all IDEA federal and State Statutes. • Jefferson also ensures compliance by utilizing the provided FSAA checklist and PEER system during all exceptionality determination meetings. • ESE team members will participate in the Access Project – Two Day Workshop
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <ul style="list-style-type: none"> • The ESE Director will participate in all FLDOE BEESS Director Meetings • The ESE team will utilize the Checklist for Course and Assessment Participation as well as the PEER system to understand the complex requirements of eligibility for alternate assessment • The administrative team (principals, assistant principals, student services coordinators, and testing coordinators) will participate in Using Data Well professional learning before FTS reporting period 2 • The ESE Director will attend a two day professional learning opportunity from FDLRS on 09/29/2025 and 09/30/2025 for understand the Matrix of Services • Weekly ESE team meetings are attended by all ESE teachers, behavior specialist, SLP, OT and interventionists. During these meetings, the checklist and requirements for FSAA eligibility will be discussed. This will happen at a minimum of 2 times this year on 09/29/2025 and 12/02/2025 • The ESE Director will also engage in professional learning opportunities and seek to build connections and obtain assistance with understanding data, supporting unique learning, and community support offerings from the following IDEA funded state projects: <ul style="list-style-type: none"> - Access Project – Two Day Workshop

	<ul style="list-style-type: none"> - ISRD Meetings – Directors and Staffing Specialists (using data to make determinations for Access point placement) - FDLRS- Quality IEP PL 09/08/2025 - FIN -PBIS -LATS -CARD -Special Olympics -Project 10
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>Training school specific personnel pertaining to the checklist. Including these staff in PL opportunities from the above mentioned IDEA funded state projects.</p>

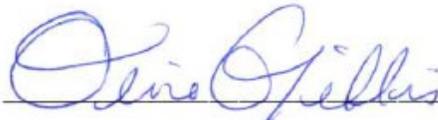
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



 Signature of Superintendent

10/1/2025

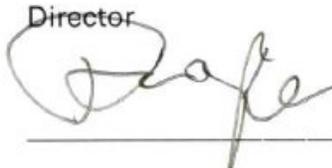
 Date



 Signature of Exceptional Student Education
 Director

10/1/2025

 Date



 Signature of Director of Data

10/2/25

 Date