Florida Department of Education

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

LEA: LEVY

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 ESE Lead team regularly reviews FAA eligibility and implementation throughout the year and in a variety of ways. Prior to any meetings of determination where IND is considered, our ESE Lead team reviews the evaluation results and accompanying intervention data to ensure that appropriate program placement decisions are considered by the IEP team. IEP teams are required to provide documentation to support a student's eligibility via the required questions prior to IEP meetings for initial consideration for placement on alternate standards instruction. This is to ensure that all data is reviewed and accurate decisions are made. This data is reviewed by our ESE Lead team and we confer with the school regarding our findings. Annually, our ESE Staffing Specialist/Alternate Assessment Coordinator reviews the schedules for students enrolled in Access Courses to ensure that there is appropriate alignment between courses and assessments. We also verify that we have signed permission from the parent/guardian for placement.
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: 1.8% Math: 1.5% Science: 1.7%
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: 1.7% Math: 1.1% Science: 1.0%
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 2025-26 SY in each of the following subjects?**

	ELA: 97% Math: 97% Science: 97%
5.	**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?** ELA: 97% Math: 97% Science: 97%
6.	**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).** In recent years, Levy County has seen an influx of families with multiple children who have significant needs. Many are drawn by the area's relatively low property costs and taxes, though local employment opportunities are limited and no public transportation is available. Families often report intending to relocate elsewhere but encounter barriers that keep them in the county. At the same time, overall enrollment is declining—particularly among non-disabled students—resulting in a higher proportion of students with disabilities.
7.	**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:** Intellectual Disability (InD): 57.5% Autism Spectrum Disorder (ASD): 30% Traumatic Brain Injury (TBI): 1.5% Other Health Impairment (OHI): 10.6%
8.	**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?** The participation rate for FAA is fairly consistent across our schools in the district. We do not have any center schools or cluster sites, so the numbers are about the same from school to school. Naturally, the majority of students receiving instruction on Access Points are served in separate (self-contained) classrooms; however, we are seeing progress with increasing numbers of students being served in the LRE.
9.	**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.**

	Levy County has been identified for CCEIS due to the overidentification of African American students in the IND program. A review of the data shows that the number of African American students identified as IND (25) has remained unchanged for the past three years. The increase has occurred among White students identified as IND. At the same time, total district enrollment has declined by approximately 200 students, with a decrease in White enrollment while African American enrollment has remained stable, thereby increasing as a percentage of the total student population. Our analysis indicates that the root cause of overidentification is the consistently low academic performance of the African American subgroup in Levy County. To address this, school improvement plans have specifically targeted this subgroup through additional supports and professional learning. The ESE department has used set-aside funds to increase paraprofessional support for Tier 3 interventions within general education settings. We are also providing professional learning focused on Low-Tech Assistive Technology Tools, Multi-Sensory Instruction for Varied Learners in Reading and Math, and Preventative Behavior Strategies. Additionally, set-aside funds are being used to provide after-school tutoring for targeted students.
10.	**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.** The district strives to have 100% of students participate in statewide assessment. We have a process for assessment coordinators to verify that all students have taken the correct assessment and have a score prior to the close of each testing window. Our ESE district Staffing Specialist/Alternate Assessment Coordinator monitors the completion of alternate assessment via turning in of testing materials to her for return shipping. After extensive review of IEPs and eligibility, we have identified that all students participating in FAA meet the criteria outlined by the state.
11.	**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.)** School-based teams are required to submit the Checklist prior to IEP meetings for all students when the IEP team would like to consider placement in Access courses and FAA participation. A district review team monitors them for completion, accuracy, and meeting criteria prior to meetings being scheduled. This system is in place for all transfer students as well.
12.	**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.** When schools request an evaluation of suspected Intellectual Disability, the ESE Lead team gathers to review evaluation results (psychological evaluation and included adaptive measures) and all referral and intervention documentation to ensure that the student meets eligibility criteria and that all exclusionary factors are considered. A member of the district team participates in the eligibility determination. The district continues to work in conjunction with the school team to determine if Access Points instruction and FAA are appropriate. School-based teams are asked to use the Checklist to gather necessary data and guide

	decision-making. The district maintains a spreadsheet to track the students who are participating in Alternate Assessment and that appropriate courses are assigned.
13.	**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.** Yes, Levy removed 1 student from FAA participation the year after the criteria changed. This student met the previous criteria, but not the new criteria. At the time, he was transitioning from middle to high school, so the team was able to make the decision with no impact on his credits and ability to graduate. We did have a few students that fell into the same range but were already in high school and to make a change would have delayed their graduation. The IEP teams were given the option to continue so that the students could graduate on time or make the change. All teams, including the students and parent/guardian, elected to continue the Access Points pathway.
14.	**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?** Levy provides the Access Project created informational brochure to parents at initial consideration and in all future opportunities in which Access Points instruction is considered. It has been translated to Spanish (our most common native language other than English) and can be translated to other languages if needed.
15.	**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.** Annually, the ESE Lead Team along with teachers of students taking FAA review the progress of students with advanced proficiency and perfect scores on assessments to consider participation in general statewide assessments. IEP teams are requested to review the goals, services, and grades of the students and schedule IEP meetings to document this process and decisions.
16.	**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).** The district monitors the number, names, and details of students taking the alternate assessment throughout the school year. Leading up FTE in October, the district cross references the students indicated as taking FAA on Skyward and on PEER. Individual student records are monitored for eligibility, IEP review, parent enrollment, and course enrollment.
17.	**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.** In the 2024-25 School Year, the district implemented the above procedure. We also meet with the secondary teachers of students taking FAA in August to review the performance of students

	in the previous year to consider those who are showing advanced proficiency and those who need to re-take assessments. This also helps to ensure that students are scheduled in the appropriate courses for graduation. This is another layer to make sure that the correct tests are administered.
18.	**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.** We will continue the above outlined procedures. Our ESE Lead Team takes the lead on monitoring the progress of our plan. The Lead Team consists of the ESE/SS Director, ESE/504 Coordinator, and ESE Staffing Specialist/Alternate Assessment Coordinator. IEPs and student schedules of students identified for instruction in Access Points are reviewed each semester.
19.	**What professional learning will your staff complete for the 2025-26 SY?** - Low-Tech Assistive Technology Tools - Multi-Sensory Instruction for Varied Learners in Reading and Math - Preventative Behavior Strategies - Access Points Instruction - Developing IEPs - Collaborative Teaching Strategies - ISRD ESE Staffing Specialist/Directors-Using Data
20.	**What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA?** We will continue to support schools with on-going, job embedded training and coaching in appropriate use of the Checklist and Guiding Questions document.

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.

Matthew McLeod   _9/26/25_

Signature of Superintendent   Date

(signature)   _9.26.25_

Signature of Exceptional Student Education   Date
Director

Melissa Lewis   _9-26-25_

Signature of Director of Data   Date