

Florida Department of Education

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

LEA: District School Board of Madison County

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>Madison County School District conducted a comprehensive analysis of the 2024-25 assessment data. Our district assessment coordinator continuously communicates with school-based coordinators throughout each assessment window to monitor participation and ensure timely follow-up. During FAST 3-1 O and FAA assessment progress monitoring cycle, reports are pulled, reviewed, and shared with school-based coordinators, who are encouraged to contact students and parents when tests are missed so that make-up sessions can be scheduled promptly. Decisions regarding the implementation of the Florida Alternate Assessment (FAA) are routed through the Exceptional Student Education Department, where student data are triangulated to determine the most appropriate assessment pathway.</p> <p>Parent and teacher input are welcomed and considered as part of this process. To maintain accuracy and compliance, the district utilizes the Checklist for Course and Assessment Participation and follows the process established by Rule GA-1.0943, Florida Administrative Code, ensuring that every decision is supported by thorough documentation and meets state requirements.</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: 2.3%</p>

	<p>Math: 2.8%</p> <p>Science: 3.0%</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%</p> <p>Math: 1.7%</p> <p>Science: 1.7%</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%</p> <p>Math: 99%</p> <p>Science: 98%</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%</p> <p>Math: 99%</p> <p>Science: 98%</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>No. District School Board of Madison County is a small, rural district. Currently, we do not house any specialized hospitals, rehabilitation centers, or military bases that would disproportionately affect enrollment of students with the most significant cognitive disabilities. Our student enrollment has been impacted by loss of housing due to weather-related impacts. Additionally, we consolidated our three elementary schools at our MCCS location.</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): 63.7%</p> <p>Autism Spectrum Disorder (ASD): 33.3%</p> <p>Traumatic Brain Injury (TBI):</p> <p>Other Health Impairment (OHI): 3.0%</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>More students attending Madison County Central School and Madison County High School participated in the Florida Alternate Assessment (FAA) due to their placement in specialized instructional settings. The majority of students participating in the FAA in Madison County were those with significant cognitive disabilities who were placed in self-contained classrooms utilizing the Access Points curriculum.</p> <p>These specialized classes are offered exclusively at Madison County High School and Madison County Central School; therefore, students requiring Access Points instruction were placed at those schools. In addition, these two schools serve the largest student populations within the district, further contributing to the higher number of FAA participants at these sites. Other schools within the county do not currently have self-contained classes aligned with the Access Points curriculum.</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 district is conducting focused file reviews to determine if there are gaps or deviations that influence IEP team decisions. We are increasing the monitoring of the use of the "Checklist for Participation" to guide eligibility decisions.</p> <p>A reconfigured Multi-Tiered System of Supports (MTSS) process, facilitated by our team of MTSS specialists, is working to verify that tiered interventions are identified, implemented and monitored prior to referral for Tier 3 support and ESE eligibility.</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>The Local Education Agency (LEA) currently maintains a participation rate above 95 % and is committed to sustaining this success across all statewide assessments, including for students with disabilities in every grade and subject. To ensure continued compliance, parent letters are sent well in advance of each testing window, and the guidance department makes regular school announcements while also emailing assessment dates directly to students. Assessment windows are published early to give families ample time to plan, and flexible make-up sessions are built into the schedule, with clear procedures beginning on the second day of testing. Teachers record accurate attendance records during each testing session to establish make-up lists and to ensure that every student who misses a test is promptly rescheduled. School-based incentives are used to encourage strong attendance during assessment periods. In addition, the LEA provides homebound testing or arranges testing at the public library for students who face health or mobility challenges, ensuring equitable access to assessments. By maintaining these proactive communication strategies, early scheduling, precise attendance tracking, and supportive testing options, the LEA continues to promote high participation rates and full inclusion of all students.</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>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 GA-1.0943, Florida Administrative Code.</p> <p>Process and Required Evidence for Finding a Student Eligible to Participate in the Florida Alternate Assessment (FAA)</p> <p>A statistically significant cognitive score at or below the 1st percentile (standard score S67), or an approved alternative procedure.</p> <p>Each school must provide evidence of receiving specially-designed instruction through ACCESS coursework for two consecutive reporting periods.</p>

	<p>Documentation of limited progress despite intensive interventions, supplementary aids, and assistive technology must be provided. Confirmation that the student was present for instruction and taught by a certified teacher for the required percentages of the prior school year. The rationale is explained to parents in their native language, and informed consent is documented.</p> <p>Once eligibility is confirmed and documented, the IEP team must also decide whether the student will be assessed via FM- Performance Task or FAA- Datafolio, based on the student's performance, mode of communication, and documented abilities.</p> <p>Ongoing review and reevaluation of student eligibility and assessment pathway should be reviewed periodically, such as during annual IEP reviews, to confirm continued appropriateness, especially if the student's performance or condition changes.</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>Not at this time, we have increased our monitoring process.</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 (AP-AAAS) 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>IEP teams will conduct a targeted review of all students who achieve advanced proficiency or perfect scores in one or more content areas on the Florida Alternate Assessment. During each annual IEP meeting, the team will analyze detailed assessment data alongside classroom performance, progress-monitoring results, and teacher observations. The review will focus on whether the student demonstrates skills and growth indicating readiness for general education standards.</p> <p>For students showing sustained mastery, the team will discuss the feasibility of participation in the general statewide progress monitoring system (FAST) or end-of-course (EOC) assessments, identifying and documenting any supports and accommodations that could enable successful participation. This process will include gathering input from general education teachers, related service providers, and parents to ensure a full picture of the student's abilities and needs. If the IEP team determines that a transition to general assessments is appropriate, the decision and necessary supports will be documented in the IEP, along with a plan for gradual implementation and follow-up monitoring to evaluate the student's performance.</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>Our district's ESE team will generate a pre-assessment report for all students projected for FAA participation, based on prior-year IEPs.</p> <p>Our site-based staffing specialists and FAA Testing Coordinator will review the listing using the "Checklist for Participation" to determine if file reviews are necessary before final consultation with the Director, ESE and Student Services.</p> <p>This added step increases monitoring. This pre-approval process creates an additional layer of scrutiny to validate appropriate participation.</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>The LEA provides annual training on FAA participation guidelines for all ESE teachers and staffing specialists. This training included a review of district policies, procedures, and the specific documents used for assessment determination.</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.</p> <p>Maintain and/or reduce district-wide FAA participation to or below 1.0% by the end of the 2025-26 SY.</p> <ul style="list-style-type: none"> • Review of FAA participation projections, MIS Report, Quarterly, Director, ESE and Student Services and Staffing Specialists • Audit of IEPs for students taking the FAA, IEP file review annually by the Madison Staffing Specialist Team • Data disaggregation and analysis of FAA participation, FDOE Assessment Reports & District Data Dashboard review annually, District Assessment Team and Director, ESE and Student Services
19.	<p>What professional learning will your staff complete for the 2025-26 SY? Professional learning will focus on implementation of MTSS inclusive of monitoring support (PS/Rtl Project supported). Professional learning focused on the evaluation of Matrixes of Service and creation of high-quality IEPs will be supported by FDLRS/NEFEC. Professional learning will be used to enhance staff understanding of assessment decision-making criteria through Project ACCESS.</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 LEA is prioritizing the Multi-Tiered System of Supports (MTSS) to ensure students receive grade-level appropriate, intensive, research-based Tier 1 and 2 interventions within general education setting before consideration of evaluation for Tier 3 interventions and ESE services.</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.

D. Karen Spikes

10/13/2025

Signature of Superintendent

[Handwritten Signature]

10/13/2025

Signature of Exceptional Student Education
Director

Barbara Thomas

Date

10/13/25

Assessment Signature of Director of Data

Date