

Florida Department of Education

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

**LEA: Nassau**

**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>The Assessment Coordinator partners with the ESE Director/designee to analyze and oversee data, ensuring that our initiatives are accurate and actionable.</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: 1.0% Math: 1.1% Science: 0.6%</p>
3.	<p>What is your LEA's projection for the percentage of students participating in the FAA in the upcoming SY in each of the following subjects?</p> <p>Grades 3-10 ELA: <math>91/7,871 = 1.1\%</math> Math: <math>86/7,871 = 1.0\%</math> Science: <math>43/7,871 = 0.54\%</math></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>Based upon the Tide database: 97.6% of students completed PM 1 in ELA (FAST grades 3-10) and Math grades 3-8).</p>

	As of Sept. 18, 2025, 2.4% of students captured in TIDE have not participated in PM1 due to enrollment status (enrolled in Home Education or withdrawn from the district).
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 upcoming SY in each of the following subjects?</p> <p>ELA: 100%  Math: 100%  Science: 100%</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>NCS D is a high-performing and rapidly growing school district. We are leading the state in overall student performance, which includes the achievements of students with disabilities (SWD). Many parents of SWD choose to move to our county specifically for its excellent schools and strong track record in serving these students. Furthermore, we are conveniently located between the military bases in Duval County and the Kings Bay, GA, Submarine Base, which is situated less than 20 miles from the Florida-Georgia line.</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): 44/82 = 53% Primary; 10 secondary=12% (1 secondary was counted as a primary because the student is H/HB)  Autism Spectrum Disorder (ASD): 40/233=17%; 5=2% secondary  Traumatic Brain Injury (TBI): 0/3=0%  Other Health Impairment (OHI): 7/433 = 1.6; 6 secondary = 1.3%</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>Students with the most significant disabilities are served mostly in the Yulee area schools. Therefore, the number of SWD who participates in the FAA is higher in those schools.</p>

<p>9.</p>	<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 apparent disproportionality.</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 coordinator and school-based teams pull reports weekly to monitor participation rates. According to current data in TIDE, we are meeting/exceeding state-required participation rates.</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 “<a href="#">Checklist for Course and Assessment Participation</a>” for IEP team meetings within your LEA.)</p> <p>NCS D follows state guidelines. See attached checklist. Also, see question #13 below.</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>NCS D follows state guidelines as referenced in Rule 6A-1.0943 above.</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. When students enroll with the IEP that indicates Access Points, their records are reviewed to ensure they meet eligibility criteria. If they do not meet the criteria or if there is any question, the student will enter the re-evaluation process. Often, other states have less stringent criteria for AP eligibility than Florida, resulting in the need for a re-evaluation.</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 about participation in the AP standards is shared at each annual IEP meeting. Additionally, parental consent for participation in AP is obtained each year. The ACC sends a letter home with students in January, which explains the administration of the Alternative Assessment in clear and understandable terms.</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>If the student achieves a perfect score on the FAA, the IEP team may choose to conduct a comprehensive re-evaluation. This re-evaluation will reassess the student’s eligibility for participation in the FAA, as well as their need for special education services and accommodations. The process will take into account the student’s academic performance, progress, and overall needs. The aim is to ensure that the educational support provided is appropriately aligned with the student’s current abilities and their potential for further growth.</p>
<p>16.</p>	<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 team works closely with school-based teams from the beginning of the eligibility process for AP placement. Being proactive during this process is far more effective than attempting to correct inappropriate placements later on. Our data indicated that the district is successfully implementing best practices for students. Additionally, district administration holds monthly meetings with ESE Staffing Specialists to review policies and manage student cases.</p>
<p>17.</p>	<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>Based upon the 2024-2025 data, the school district is 0.1% from 100% compliance with the 1% standard:          ELA: 1.0%</p>

	<p>Math: 1.0%</p> <p>Science: 0.6</p> <p>The NCSD will maintain close collaboration with school-based teams from the start of the eligibility process when evaluating AP placements. Being proactive during this process is more effective than trying to address inappropriate placements later on. Our data shows that the district is successfully implementing best practices for students.</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>STAR Reading, STAR Math, and STAR Early Literacy are available to PM students in the AP program. Teachers and campus staff monitor the progress of all students.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Staff members receive training twice a year: once during FAA training and again during IEP training. The staffing specialists assigned to each school are also available to provide professional learning as needed.</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>NCSD is committed to upholding the highest standards of excellence and best practices, while diligently following district directives. We will ensure our our operations align with all applicable federal and state laws, prioritizing compliance and integrity in every aspect of our endeavors.</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.

Katay J. Burns

Signature of Superintendent

9/19/23

Date

Pats Kelly

Signature of Exceptional Student Education  
Director

9/19/25

Date

Paula M. Bee

Signature of Director of Data

9.19.25

Date