

Florida Department of Education

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

LEA: Okeechobee County School Board, Okeechobee, Florida

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 ESE Director has taken steps to review all access points students' file to make sure that an evaluation was completed to determine that there is a significant cognitive disability and they meet the criteria for access points and FAA.</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: 1.7 Math: 1.5 Science: 2.9</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: 1.5% Math: 1.4% Science: 1.9%</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 98.6 Math 98.3 Science 97.5</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% 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>Okeechobee has encountered a high number of student enrolling within the district with medical diagnosis of Autism Spectrum Diagnosis and/or a low cognitive ability. Okeechobee is deemed as an area with a low cost of living and families are drawn to this information. We also encounter many students enrolling from other districts due to our schools being closer than their zoned school within their district.</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): 68% Autism Spectrum Disorder (ASD): 29% Traumatic Brain Injury (TBI): .01% Other Health Impairment (OHI): .01%</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, there are no patterns that emerge. Based on the data there is of high percentage of Caucasian students identified as needing FAA. Black and Hispanic shows as a low percentage of identified students.</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>

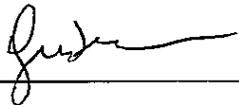
	<p>please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>The LEA has only identified the 100% of our students identified are from low-income families. Okeechobee is a small rural district that serves more Title 1 students than other districts. Based on the data as well, we have identified more white male students than any other population. Because of the make-up of the community, the LEA will work hard to assist parents with the education and training that they may need to assist their disabled child.</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>Okeechobee tested 98% of all students as based on the district’s profile</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>The team closely monitor data presented in order to determine yes or no when the IEP Checklist is being used.</p>
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>Students are evaluated by a Certified School Psychologist and given several cognitive assessments to determine the cognitive ability score. The Psychologist observes and obtains information about the student to help them determine which test is more suited to administer to the student.</p>
13.	<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, students were removed from FAA due to being re-evaluated and no longer obtaining a cognitive score of 67 or below. Students were re-evaluated based on teacher and parent input. During the 24-25 school year approximately 8 students no longer qualified for access point courses.</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>Parents are informed about testing during the IEP meetings for the students. If the parent did not participate, each teacher was asked to inform the parent about the decision to place their child on Access and administer the FAA.</p> <p>Parents are mailed information about the Alternative Assessment.</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>With the assistance of the Psychologist, the team will review the criteria for placing a student on access points and selected the appropriate questions within the IEP to confirm that the student qualifies. Access Project has completed one training this year to assist with identifying students who may be in need of alternate testing.</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>Teachers, Resource Specialist, Counselor, and Assistant Principals are trained on the criteria for students to be placed on Alternate Assessment and asked to participate within each IEP meeting that discusses this determination. Data Entry personnel will be trained on how to correctly place student in access courses and flagged for Alternate Assessment within our database system called Skyward.</p>

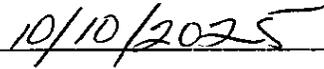
<p>17.</p>	<p>Describe any improvement activities implemented by your LEA in the 2024-25 SY. Were they effective? If not, please describe why your LEA feels that they were not effective and what your next steps are.</p> <p>Access Project was called in the provide professional development to all teachers who teach students on access points.</p> <p>Additional curriculum was purchase that caters to the students' needs more.</p> <p>FAU Card and FLDRS was asked to conduct classroom walkthroughs to assist teachers with the structure of their classrooms based upon the abilities of their students.</p> <p>I believe that they were effective, but the constant turnover with staff also plays a part within the decline of student progress.</p>
<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>Elementary students are using Vizzle, Teachtown, and the Unique curriculum to assist with intervention activities to ensure growth.</p> <p>Middle School uses the AP portion of IXL.</p> <p>High School uses the Unique curriculum</p> <p>All of these intervention programs has a portion for individualize progress monitoring for all students. Paraprofessionals receive training as well as the teachers on how to effectively use the programs to assist their students.</p>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Teachers will have professional development training from Access Project on which assessment is best suited for each student. Teachers will also receive training of CPALMs guidelines for the curriculum.</p> <p>Data Entry personnel will receive training on the appropriate courses students are placed in that aligns with their IEP.</p>
<p>20.</p>	<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>

The district will continue to hire experienced School Psychologist in order to ensure that students' evaluations are in alignment with the federal and state policy of who has a significant cognitive disability.

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.



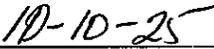
Signature of Superintendent



Date



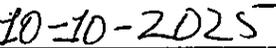
Signature of Exceptional Student Education
Director



Date



Signature of Director of Data



Date