

Florida Department of Education

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

LEA: Suwannee County School District

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 SCSD recently participated in a call with the Florida Department of Education to discuss the district's data submitted of students participating in the Florida Alternate Assessment. Throughout the year, the district continually reviews data to ensure that students being instructed in access points standards are appropriately placed. The district works closely with schools and IEP team to ensure compliance.</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: 1.7% Science: 1.5%</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: 1.7% Math: 1.8% Science: 2.4%</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 2025-26 SY in each of the following subjects?</p>

	<p>ELA: 3,477 Math: 3,252 Science: 1,328</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: Approximately 3,400 Math: Approximately 3,260 Science: Approximately 1,368</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>SCSD is located in a small and rural district with approximately 6,000 students enrolled. There are an estimated 67 students participating this year on Florida Alternate Assessment. An estimated 3,400 students are participating in ELA and approximately 59 students participating on FAA ELA. Since Covid, SCSD has seen an increase in students from other districts and states entering that have already been placed on Alternate Standards. The districts review incoming documentation to ensure the student is eligible in Florida to participate in FAA.</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): 67% Autism Spectrum Disorder (ASD): 30% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 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>In SCSD, students with autism continue to increase. Over the past several years, this population has increased.</p>
9.	<p>Regarding the participation of students in alternate assessments, is the LEA aware of any disproportionate representation of students in the following</p>

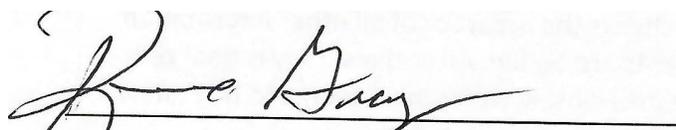
	<p>subgroups: English Language Learners, African American students, Hispanic/Latino students, male/female students or low-income students? If so, please describe the steps the LEA will take in the coming year (or the steps already taken) to find the root cause and reduce the impact of any disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>Based on the 24 FAA Spreadsheet, SCSD showed a 3.75 disproportionate in science under the subgroup Asian. However, this was 1 student out of 12 and therefore FLDOE was not concerned with this category being truly disproportionate.</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>SCSD participation rate was 96% or higher for all subjects both on all state assessments.</p> <p>FAA ELA: 1.7% = 60 students participated on FAA out of 3,477 students FAA Math: 1.7% = 55 students participated on FAA out of 3,260 students FAA Science: 1.5% = 20 students participated on FAA out of 1,328 students</p> <p>SCSD is a small medium rural district, the district has experienced transfer students over the past several years. The students currently participating in access points, they meet the definition of significant cognitive disability. To be under the 1%, in ELA 25 students would have to be removed. The policy and procedures are in line with FLDOE rules and guidelines. Therefore, SCSD is over the 1% because all of the students meet the criteria to receive instruction in the Access Points Standards and participate in the Florida Alternate Assessment.</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 guide is embedded in PEER and SCSD utilizes PEER to develop IEPs. The IEP teams review these questions annually to ensure correct participation in FAA.</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</p>

	<p>Administrative Code.</p> <p>School Teams submit a packet for a District Review Team for any student the IEP team would like to consider for the IEP Team to discuss the possibility of placing a student in Access Points Courses. After the District Review Team reviews the packet, the IEP will convene to discuss next steps for the student. The packet is completed by the school team and follows the guidelines set forth on the Checklist for Course and Assessment Participation pdf.</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>The district reviewed the state guidelines and reviewed all students participating in FAA. The District has provided training and support to school team inquiring about the possibility of moving a student to FAA. After reviewing students, the District determined that students currently participating in FAA and taking Access Courses was the most appropriate and met the criteria set by the state.</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>The IEP team meets to discuss options with the parents and the implications of instruction in Access Points- Alternate Academic Achievement Standards and participation in FAA. An interpreter is provided during these meetings to ensure understanding.</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>School-based teams review data annually and during IEP meetings. During the annual IEP meeting, the team determines if Alternate Standards are still most appropriate for the student.</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</p>

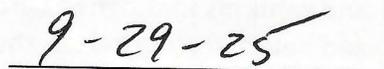
	<p>steps and how the LEA will monitor progress or address challenges (it should not be the state’s guidelines reiterated).</p> <p>First, during Survey 2, the District Assessment Coordinator shares a spreadsheet with each school. Each school is responsible for completing the spreadsheet, which includes fields for Student ID#, Grade, required test by subject area, IEP Plan Date, any unique accommodations, and confirming the presence of a signed parental consent for FAA participation. Once the schools complete their entries, the District ESE Coordinator reviews the information and verifies that test requests match the Student Information System’s schedule, ensuring students are registered for the correct tests. The ESE Coordinator also checks the accuracy of all other information and confirms that signed parental consents are on file. After the survey is finalized and before testing begins, the District works closely with school teams to track new students and order any additional tests that may be needed.</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 above process from question number 16 has been effective for monitoring and ensuring students are tested appropriately for the last several years.</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>The District and School-based administrators review data to support the school’s plans for improvement. Additionally, school teams support Tier 1, 2, and 3 interventions at schools, with interventions based on the District’s Comprehensive Evidence-Based Reading Plan. Furthermore, during IEP meetings, the child’s previous data and progress are discussed, and goals are written to support the student. Finally, teachers are reviewing their classroom data and progress monitoring daily, adjusting instruction as needed.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Each year there is professional learning opportunities for ESE teachers. The district supports teachers on a one-to-one basis, if needed. Access Project and other state funded projects will provide training during the year, based on school and teacher needs.</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>SCSD will continue to monitor the number of students instructed in Access Points.</p>
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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.



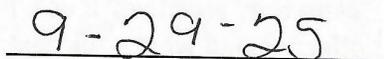
Signature of Superintendent



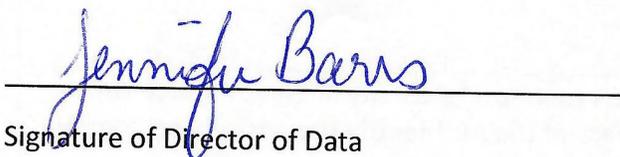
Date



Signature of Exceptional Student Education
Director



Date



Signature of Director of Data



Date