

Florida Department of Education

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

LEA: Taylor 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><i>Taylor County School District conducted an analysis of 2024-2025 assessment data. The District Assessment Coordinator/Management Information Systems Coordinator and the Exceptional Student Education Director collaborated to review FAST and FAA participation rates. The Bureau of ESE and Student Services office shared a report with disaggregated data based on assessment type, primary exceptionality, and eligibility for instruction on Access Points. This review was supplemented by a targeted review of Individualized Educational Plans (IEPs) for all FAA-participating students to verify the alignment with state criteria.</i></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: 3.0% Math: 2.7% Science: 3.3%</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: 3.0% Math: 3.0% Science: 3.0%</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: 96.7% Math: 96.6% Science: 97.6%</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: 95% Math: 95% Science: 95%</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><i>Taylor County School District is a small and rural school district that does not have center school, military bases, or rehabilitation centers that would attract a disproportionate number of students with the most significant cognitive disabilities. Our student enrollment has reduced some with the closure of a major employment facility in the couple of years as well as been hit by multiple hurricanes in the last year.</i></p>
7.	<p>List the percentages of the following primary/secondary exceptional 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): 83% Autism Spectrum Disorder (ASD): 27% Traumatic Brain Injury (TBI): 2% Other Health Impairment (OHI): 16%</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><i>After reviewing data, no significant patterns were identified. FAA participation rates are consistent across schools.</i></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><i>After reviewing data, the LEA is not aware of any disproportionate representation of subgroups.</i></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><i>The LEA had more than 95% participation for the 24-25 school year. Teachers are able to call families to let them know when their child will be tested and to remind them the importance of attendance on these days. Parents are also notified by Focus when the school their child is attending will be testing.</i></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><i>IEP decisions in all schools within Taylor County School District are able to show consistency by mandating the use of the state’s “Checklist for Course and Assessment Participation” which is embedded in our PEER system. Reminders are given throughout the year to use the checklist and ensure students who are on Access Points meet the criteria based on the checklist.</i></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><i>Students with a most significant cognitive disability (a cognitive score at or below the 1st percentile which is a standard score of 67 or below) for whom the statewide, standardized assessment (even with allowable accommodations) is not appropriate may be eligible if the IEP team determines that even with appropriate and allowable instructional accommodations, assistive technology</i></p>

	<p><i>or accessible instructional materials, the student requires modifications an the student requires direct instruction in academic areas of ELA, Math, Social Studies, and Science based on access points in order to acquire, generalize, and transfer skills across settings. The teams will determine it using the “Checklist for Course and Assessment Participation and must have a signed parental consent which can be accessed in PEER.</i></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><i>Taylor County School District has removed students from participating in the FAA using state guidelines when the rule was updated and through the change of staffing specialists. Every year, our staffing specialists review the list of students who are determined to take the FAA and will ensure they have all documentation in place. If there is any question or missing documentation, the IEP team will meet as quickly as possible to discuss and make a determination if necessary.</i></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><i>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.</i></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><i>IEP teams are required to review the performance of all students taking the FAA on an annual basis. Any student scoring "Proficient" or "Advanced" in any content area will trigger an automatic reconvention of the IEP team. The team will analyze progress data, work samples, and IEP goals to determine if the student can now participate in the general assessment with accommodations. This review will be documented in the IEP notes.</i></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><i>Taylor County School District’s ESE Department will generate a pre-assessment report for all students projected for FAA participation based on prior-year IEPs. The ESE Director and Staffing Specialists will review this list and determine if file reviews are necessary before finalizing decisions.</i></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><i>Taylor County School District provides annual training on FAA participation guidelines for all ESE teachers and staffing specialists.</i></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><i>Taylor County School district will utilize the BEESS 1% Cap Data resources as well as review FAA participation projections to have group discussions with the Director of ESE and Staffing Specialists. The team will also audit the IEPs for students who will be taking the FAA and look at scores from the previous years (if applicable).</i></p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p><i>Taylor County School District will utilize state-level experts like ISRD to work on using data to make determinations for Access Point placement, FDLRS to provide professional development on the FAA and their updates, as well as Access Project to support staff understanding of students with significant cognitive disabilities if necessary.</i></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><i>Taylor County School District will strengthen the Multi-Tiered System of Supports (MTSS) to ensure students receive appropriate, intensive interventions within general education before an ESE referral is considered. The MTSS Coordinator will actively monitor the problem-solving cycle to prevent inappropriate identification of significant cognitive disabilities. The ESE Director will also work</i></p>

	<i>with ISRD to provide guidance on the FAA Checklist for Course and Assessment Participation for staff if needed.</i>
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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

11/24/25
Date


Signature of Exceptional Student Education Director

11/21/25
Date


Signature of Director of Data

11/21/2025
Date