

Florida Department of Education

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

LEA: Wakulla 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>Wakulla has conducted a comprehensive review of assessment participation data across all student subgroups to ensure that decisions regarding the use of alternative assessments are data-driven and aligned with state and federal guidelines. Participation rates in statewide assessments have been analyzed by grade level, content area, disability category, and demographic group. This review included monitoring trends over multiple years to identify patterns in participation and performance.</p> <p>Through this process, we've identified students for whom the general assessment, even with accommodations, does not provide an accurate measure of achievement due to the nature and severity of their disabilities. IEP teams used this data, alongside multiple sources of evidence (progress monitoring, classroom performance, and individualized goals), to make informed decisions regarding eligibility for alternative assessments.</p> <p>This systematic review process ensures that alternative assessments are implemented only for students who meet established criteria, while upholding the LEA's commitment to maintaining high expectations, ensuring appropriate participation, and complying with state and federal participation 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: 1.4%</p> <p>Math: 1.4%</p> <p>Science: 1.9%</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>3. ELA: 1.8%</p> <p>Math: 1.6%</p> <p>Science: 1.3%</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: 98.6%</p> <p>Math: 98.6%</p> <p>Science: 98.1%</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: 98.2%</p> <p>Math: 98.4%</p> <p>Science: 98.7%</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). No.</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): 53%</p> <p>Autism Spectrum Disorder (ASD): 35.8%</p> <p>Traumatic Brain Injury (TBI): 1.2%</p> <p>Other Health Impairment (OHI): 7.4%</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 our data on students with the most significant cognitive disabilities, participation rates in the alternate assessment are generally consistent across Wakulla. The only variation observed is that students served in self-contained VE (Varying Exceptionalities) classes are more likely to participate in the alternate assessment. This aligns with the level of support and instructional setting required for students with the most significant cognitive disabilities.</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>No</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>Wakulla has historically exceeded the 95% rate in all assessments.</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>In Wakulla, IEP teams consistently apply the state’s guidelines and criteria by using the Checklist.for.Course.and.Assessment.Participation during IEP meetings. District training and monitoring, along with staffing specialists’ reviews of IEP compliance, ensure FAA participation decisions are applied uniformly across all schools.</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>To determine FAA eligibility under Rule 6A-1.0943, F.A.C., IEP teams review multiple sources of evidence—including evaluations, progress monitoring, work samples, and IEP goals—while completing the Checklist for Course and Assessment Participation. Eligibility is confirmed only if the student has a most significant cognitive disability, receives instruction on Access Points, requires extensive individualized instruction, and cannot meaningfully participate in the general assessment even with accommodations.</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. Wakulla has removed students from participating in the FAA when IEP teams, using the state’s eligibility guidelines, determined that the alternate assessment was no longer appropriate. Since that time, no modifications have been warranted.</p>
14.	<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>At each IEP meeting, parents, families, and students are informed when instruction is aligned to Access Points – Alternate Academic Achievement Standards and when participation in the FAA is recommended. IEP teams explain the basis for this decision and discuss the possible implications, including the impact on curriculum, graduation options, and postsecondary opportunities.</p>
15.	<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 review assessment to determine if participation in the general statewide progress monitoring (FAST) or EOCs is appropriate. Although we have had only a few students with perfect scores in one content area, teams consider their overall performance across all assessments, instructional needs, and required supports before making recommendations.</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</p>

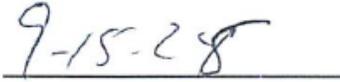
	<p>steps and how the LEA will monitor progress or address challenges (it should not be the state’s guidelines reiterated).</p> <p>Wakulla’s action plan includes staffing specialists reviewing IEPs to confirm FAA eligibility, monitoring participation data by school and grade, and conducting quarterly audits. Feedback and coaching are provided to schools to address inconsistencies and ensure only eligible students participate.</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>n/a</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>IEP Documentation Reviews: Staffing specialists review IEPs across all schools to verify that the Checklist.for.Course.and.Assessment.Participation is completed and eligibility criteria are supported with multiple sources (portfolio, STAR assessments, i-ready assessments, ORF’s) of evidence.</p> <p>Data Monitoring: District staff analyze participation rates by school, grade, and disability category to identify outliers or inconsistencies (A. Hofheinz)</p> <p>Professional Development: Targeted training is provided to principals, ESE specialists, and IEP teams on proper application of eligibility criteria and documentation requirements (FDLRS).</p> <p>Ongoing Monitoring: Quarterly audits of a sample of IEPs are conducted to confirm appropriate placement in the FAA, with feedback shared directly with schools. (C. Cutchen)</p> <p>Corrective Action: If concerns are identified, district ESE staff provide coaching, require corrective action plans, and follow up to ensure compliance. (C. Cutchen, J. Williams)</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Quality IEP Training, Matrix Training, Graybook (policy/procedures) Training, Transition Planning Training, BIP Training, TEACHTOWN Training, 504 Training, ISRD Staffing Specialist Training, Into the Weeds ESE training through ISRD, Julie Weatherly Learn and Lead training, Julie Weatherly compliance training each quarter.</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>

	Wakulla would like to remain in compliance.
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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.



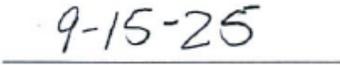
Signature of Superintendent



Date



Signature of Exceptional Student Education Director



Date



Signature of Director of Data



Date