

Florida Department of Education

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

LEA: Washington 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 Management Information Systems Coordinator, Director of Administrative Services, and the Exceptional Student Education (ESE) Director collaborated to complete a comprehensive analysis of the 2024-25 assessment data, reviewing the FAST and FAA participation rates.</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: 60/1780=3.4% Math: 60/1664=3.6% Science: 29/626= 4.6%</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: 62/1823= 3.4% Math: 57/1823= 3.1% Science: 24/676= 3.5%</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: 96.6% Math: 96.9% Science: 96.5%</p>

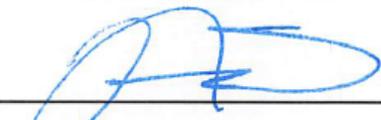
5.	<p>What is your LEA’s projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 96.6% Math: 96.9% Science: 96.5%</p>
6.	<p>Are there unique circumstances in the LEA that might draw 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>Yes, Washington County is a small, rural district with a Center School that attracts a disproportionate number of students with the most significant cognitive disabilities.</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): 50/75= 66.7% Autism Spectrum Disorder (ASD): 22/75= 29.3% Traumatic Brain Injury (TBI): Other Health Impairment (OHI): 3/75= 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>Yes, the data indicated that students with the most significant cognitive disabilities who attend the Center School (Washington Academy of Varying Exceptionalities) participate in the alternate assessment.</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, disproportionate representation of students in the subgroups noted among those taking the FAA.</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>Tier one attendance procedures are successful, with no issues in student participation. The district had 96% FAA participation for the 2024-2025.</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>Consistently mandating the use of the state's "Checklist for Course and Assessment Participation," which is embedded in our PEER IEP system. The IEP teams also utilize the Eligibility for Access Point Review before determining if a student should take the 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 Administrative Code.</p> <p>A significant cognitive score that falls within the first percentile rank (67 or lower) or an approved alternate procedure. The student is enrolled in courses aligned with the Access Points for at least two consecutive reporting periods. Evidence documenting student receives specially designed instruction, which includes, but is not limited to, intensive, direct instruction and modifications, not just accommodations. The student’s disability must significantly impact Cognitive functioning and adaptive behavior, communication, social skills, or motor abilities.</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>No student was removed from participating in the FAA during the 2024-25 school year.</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>Discussion and information are provided annually at the IEP meeting. Our district uses the PEER system, which has the parental consent forms embedded in multiple languages. During the IEP, our staffing specialist explains the parental consent forms: Instruction in Access Points (AP-AAAS) and Administration of the Statewide and Standardized Alternate 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>The IEP team reviews the performance of students taking the FAA annually. Any student scoring “proficient” or “advanced” in any content area will be reviewed by the IEP team. The team will review data to determine if the student can now participate in the general assessment with accommodations.</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> <ol style="list-style-type: none"> 1. The District ESE Team maintains a spreadsheet of students who are projected to participate in the FAA, based on the current IEP. <ol style="list-style-type: none"> a. The list may be updated after the IEP meeting determines student will/will not participate in FAA. 2. The Staffing Specialists and the ESE Director will review the list using the “Checklist for Participation” to determine next steps.
<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>The LEA provides annual training on FAA guidelines for the staffing specialists, as well as specific documents used for assessment determination.</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> <ol style="list-style-type: none"> 1. Review of FAA participation projections, MIS Report, Quarterly Reports, ESE Director 2. Audit of IEPs for students taking the FAA, IEP file, annually, Staffing Specialist, and ESE Director.

	3. Analysis of disaggregated FAA participation data, FDOE Assessment Reports & District Data Dashboard, Annually, District Data Team & ESE Director
19.	What professional learning will your staff complete for the 2025-26 SY? The district will utilize state-level experts, accessing targeted training through FDLRS PAEC, CARD, ISRD, FIN, and Project ACCESS to enhance staff understanding of assessment decision-making criteria.
20.	What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA? The LEA 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.

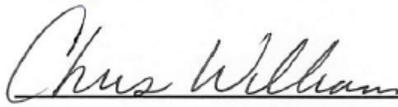
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent

10-10-2025

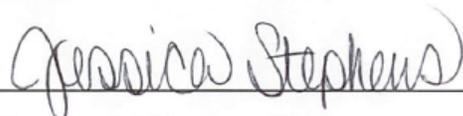
Date



Signature of Exceptional Student Education Director

October 10, 2025

Date



Signature of Director of Data

10-10-25

Date