

Florida Department of Education

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

**LEA: BRADFORD**

**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.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? <b>The decision is made at an IEP meeting by the team by reviewing all of the data, psychological assessment, previous state assessment scores if applicable, progress monitoring, use of assistive technology to determine if student is eligible to participate in FAA. Prior to the FAA testing window, the IEP is reviewed to make sure the student is eligible, progress monitoring, parent consent form, schedule for access courses</b>
2.	What are your LEA's percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects?  ELA: <b>3.3%</b> Math: <b>3.2%</b> Science: <b>4.9%</b>
3.	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?  ELA: <b>1.9%</b> Math: <b>1.9%</b> Science: <b>1.7%</b>
4.	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>ELA: <b>96.7%</b>  Math: <b>96.8%</b>  Science: <b>95.1%</b></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:<b>97.9%</b>  Math: <b>98.1%</b>  Science: <b>98.3%</b></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><b>Yes, our LEA is near a teaching hospital, military base and a large prison system. Bradford county has a high population of low socioeconomic families which sometimes results in poor nutrition for mother and baby as well as limited access to health care professionals.</b></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): <b>35%</b>  Autism Spectrum Disorder (ASD): <b>60.7%</b>  Traumatic Brain Injury (TBI): <b>0</b>  Other Health Impairment (OHI):<b>3.9%</b></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><b>There were no patterns evident among the data.</b></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</p>

	<p>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><b>There is no disproportionate representation of students among the subgroups taking the FAA.</b></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><b>Our district is over 95% in participation in all assessments. We are over the 1% threshold for students participating in the FAA as well. We have identified the root cause for this is predominantly the small size of our district. We have many families that move here due to our close proximity to a teaching hospital and a state prison. We have less expensive housing and taxes than many other surrounding counties but are still within a reasonable driving distance to these locations where family members may be incarcerated or receiving treatment at the hospital.</b></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 <a href="#">“Checklist for Course and Assessment Participation”</a> for IEP team meetings within your LEA.)</p> <p><b>We ensure that IEP teams across all schools consistently implement the state’s guidelines and criteria regarding student participation in the Florida Alternate Assessment (FAA) through a structured and monitored process. All IEP teams are required to use the state-provided Checklist for Course and Assessment Participation as part of the decision-making process. This checklist is reviewed and completed during each IEP meeting when alternate assessment participation is being considered.</b></p> <p><b>Our district also provides training on the checklist and review the state’s participation criteria.</b></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><b>The decision to assess a student through the Florida Alternate Assessment (FAA) is made by the IEP team and supported with clear, documented evidence aligned to all</b></p>

	<p>criteria in Rule 6A-1.0943, Florida Administrative Code. The team reviews the data and criteria and consider the exclusionary factors</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><b>When the IQ threshold for participation was changed to 67, students who were on FAA, but were above the threshold were re-evaluated teams met to review the results, all data from the evaluation was reviewed along with other pertinent data. The <i>Checklist for Course and Assessment Participation</i> was used and the team made the decision whether the student continued to meet eligibility for FAA or needed to begin taking the FAST and be removed from Access Points. We did remove one student in 8<sup>th</sup> grade from the Access Points/FAA and he began taking the FAST.</b></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><b>Parents, families, and students are informed at every IEP meeting, at least annually, and whenever changes occur. Information is provided both orally and in writing, in the family’s native language, with translation/interpretation services as needed. The communication includes not only the instructional and assessment decisions, but also their implications for academic achievement, diploma pathways, and future opportunities.</b></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><b>When a student with an IEP demonstrates advanced proficiency or achieves perfect scores in one or more content areas on the Florida Alternate Assessment (FAA) or other assessments, the IEP team carefully reviews all available assessment data, classroom performance, progress monitoring results, and teacher input in order to make decisions about the student’s participation on the FAA using the most current data.</b></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><b>Our district has an alternate assessment coordinator who reviews eligibility each year as well as confirming parent consent. This coordinator also provides support to the schools and teachers on administering the FAA as well as instruction of students on ACCESS points.</b></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. <b>In the 24-25 school year we provided training from Project Access on our PD day as well as an Access Points/FAA resource in the county Google Drive. We do feel it was successful because teachers did report they gained some knowledge as a result. The Google drive includes many resources and the alternate standards for each grade level, most of these resources are from the Project ACCESS website.</b></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><b>Our district implements Access Points as alternate academic achievement standards aligned to the Florida Standards, designed for students with the most significant cognitive disabilities. We implement using the training and support provided through the Florida Access project and FDLRS. The teachers use district tools and checklists to monitor progress and/or mastery. Progress is reported to parents through progress reports (PEER) every nine weeks. IEP teams also review progress.</b></p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY? <b>At our back to school meeting we discussed instructing students on ACCESS points as well as student participation in FAA. We have also recently had a district wide professional development day where we had two sessions specifically for ESE teachers which included breakout groups, one of those groups covering ACCESS points and the FAA. Moving forward this year, we have more PD scheduled to help teachers understand Access points and the eligibility criteria for FAA.</b></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>

**Our Alternate assessment coordinator reviews student participation yearly to ensure that IEP teams follow the state's eligibility criteria for alternate assessments strictly and that data is driving the decision making, not non-cognitive factors. We participate in yearly self-assessments as well to ensure alternate assessment decisions are justified. We also provide ongoing in person support of our schools and ESE teachers to help them better understand LRE and distinguish between cognitive disability and other disabilities or learning barriers.**

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.

  
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Signature of Superintendent

Date 10/2/25

  
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Signature of Exceptional Student Education Director

Date 10/2/25

  
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Signature of Director of Data

10/2/25  
Date