

Florida Department of Education

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

**LEA: Brevard**

**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> <ul style="list-style-type: none"><li>▪ After FTE Survey 2, the LEA runs a report generated from the student information system indicating students scheduled to participate in the Florida Alternate Assessment based on their IEPs as well as access course enrollment. The LEA reviews the information to ensure that there is an alignment between assessment participation and access course enrollment in preparation for the assurances process.</li><li>▪ The LEA reviews the pre-ID file provided by the FDOE as part of the assurances process in December. The LEA works with the school to include the ESE Teacher, ESE Support Specialist, and School Administration to ensure that all information included on the pre-ID file is accurate.<ul style="list-style-type: none"><li>○ Deletions are noted</li><li>○ If additions need to be made, a thorough review of the student's records is completed to ensure that the student meets eligibility criteria</li></ul></li><li>▪ An audit review is completed to ensure that the student has a current and valid IEP as well as obtained parental consent (or meaningful attempts)</li><li>▪ Schedule review to ensure that students are enrolled in the grade-aligned access courses</li><li>▪ Demographic review to ensure that student information is accurate</li><li>▪ FDOE 1% Data Discussion in the spring</li></ul>
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: 0.8% Math: 0.9% Science: 1.0%</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><b>Projection based on average percentage rates of change from school year 2020-2021 to 2024-2025.</b></p> <p>ELA: 0.75% (average percentage rate of change of -0.04%)  Math: 0.86% (average percentage rate of change of -0.03%)  Science: 0.98% (average percentage rate of change of -0.01%)</p> <p><b>Projection based on access course enrollment for school year 2025-2026.</b></p> <p>ELA: 0.7% (326 students)  Math: 0.6% (337 students)  Science: 0.8% (147 students)</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><b>All students participating in statewide, standardized assessments:</b>  ELA: 98.0%  Math: 97.9%  Science: 97.4%</p> <p><b>Students with disabilities participating in statewide, standardized assessments:</b>  ELA: 96.1%  Math: 96.4%  Science: 94.7%</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><b>Projection based on average percentage rates of change from 2020-2021 to 2024-2025: all students participating in statewide, standardized assessments</b></p> <p>ELA: 98.39% (average percentage rate of change of 0.39%)  Math: 98.84% (average percentage rate of change of 0.94%)  Science: 98.48% (average percentage rate of change of 1.08%)</p> <p><b>Projection based on average percentage rates of change from 2020-2021 to 2024-2025: students with disabilities participating in statewide, standardized assessments</b></p> <p>ELA: 96.76% (average percentage rate of change of 0.66%)  Math: 97.86% (average percentage rate of change of 1.46%)  Science: 96.15% (average percentage rate of change of 1.45%)</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> <ul style="list-style-type: none"> <li>• Brevard County has the following locations that might draw larger overall enrollment, but does not necessarily contribute to a unique circumstance increasing FAA participation rate:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Patrick Space Force Base</li> <li>○ NASA/Kennedy Space Center</li> <li>○ SpaceX/Blue Origin</li> <li>○ Lockheed Martin/Northrup Grumman/L3 Harris</li> </ul>
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> <ul style="list-style-type: none"> <li>● Intellectual Disability (InD): 56.34%</li> <li>● Autism Spectrum Disorder (ASD): 37.20%</li> <li>● Traumatic Brain Injury (TBI): 0.22%</li> <li>● Other Health Impairment (OHI): 6.24%</li> </ul>
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> <ul style="list-style-type: none"> <li>● Brevard Public Schools utilizes a programmatic feeder pattern to provide services to students with the most significant cognitive disabilities at the elementary level which leads to higher rates of FAA participation at schools with that program versus schools without.</li> <li>● Most middle and all high schools, with exception of choice secondary schools, provide services to students zoned for the school which allows for a more even distribution of participation rates.</li> <li>● There are two schools with significantly higher FAA participation rates – a separate day school and residential facility. The separate day school receives students throughout the county, and the residential facility receives students throughout the state.</li> </ul>
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> <ul style="list-style-type: none"> <li>● No evidence of disproportionality among ELLs, African American students, Hispanic/Latino students, male/female students, or low-income students</li> </ul>

<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>Participation rates for Students with Disabilities on Statewide, Standardized Assessments:</p> <ul style="list-style-type: none"> <li>• All Assessments – 95.7%</li> <li>• English Language Arts – 96.1%</li> <li>• Mathematics – 96.4%</li> <li>• Science – 94.7%</li> </ul> <p>With the exception of science, all subject areas and the average for all assessments is over 95%. No subject area is currently exceeding the 1% threshold for students participating in the FAA.</p> <p>Root causes impacting participation rates in statewide, standardized assessments include:</p> <ul style="list-style-type: none"> <li>• Attendance/absenteeism <ul style="list-style-type: none"> <li>○ Total average daily attendance rate (K-12) – SY 2024-2025: 93.96%</li> <li>○ SWD average daily attendance rate (K-12) – SY 2024-2025: 92.51%</li> </ul> </li> <li>• Parental opt-outs <ul style="list-style-type: none"> <li>○ SY 2024-2025: 65</li> </ul> </li> </ul>
<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 <a href="#">“Checklist for Course and Assessment Participation”</a> for IEP team meetings within your LEA.)</p> <ul style="list-style-type: none"> <li>• Brevard Public Schools has developed a “Consideration for Access Points Instruction and Florida Alternate Assessment (FAA)” form.</li> <li>• The form is completed by school teams and submitted to a district, multidisciplinary workgroup consisting of a school psychologist, administrators from programming and compliance departments, and program specialists overseeing alternate assessment to review and make recommendations for additional interventions, accommodations, supplementary instructional materials, and/or assistive technologies prior to the IEP team considering the student for access points and alternate assessment eligibility.</li> <li>• IEP teams are required to include data and evidence to support each of the questions on the “Checklist for Course and Assessment Participation”</li> </ul>
<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>Prior to meeting as an IEP team to discuss FAA eligibility, school teams must document that the following criteria has been met and submit to the district FAA workgroup to review to ensure compliance with all established requirements.</p> <ul style="list-style-type: none"> <li>• Eligibility Criteria and Required Evidence for initial consideration</li> </ul> <p><b>Eligibility Requirements for Florida Alternate Assessment</b></p> <ol style="list-style-type: none"> <li>1. Does the student receive ESE services as evidenced through the IEP AND has the student been enrolled in the appropriate and grade-aligned courses using the alternate achievement standards for 2 consecutive FTE reporting periods prior to the assessment? <ul style="list-style-type: none"> <li>○ <u>Evidence 1</u> – copy of special education services from IEP</li> </ul> </li> </ol>

- Justification – team is looking to ensure that the intensity of special education services is reflective of a student requiring modified curriculum and is indicated through direct instruction in all academic areas
  - Evidence 2 – copy of student schedule from student information system
    - Justification – team is looking to ensure accurate enrollment in grade-aligned access courses
- 2. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards?
  - Evidence – minimum of 3 data points per 9 weeks per subject area as applicable and exhaustion of all appropriate and allowable accommodations
    - Justification – ensure that the accommodations align with the content area
- 3. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards?
  - Evidence – minimum of 3 data points per 9 weeks per subject area as applicable and a variety of supplementary instructional materials
    - Justification – ensure that the supplementary instructional materials align with the content area
- 4. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards?
  - Evidence – minimum of 3 data points per 9 weeks per subject area as applicable and a variety of AT tools
    - Justification – ensure that the assistive technology tools align with the content area
- 5. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)?
  - Evidence – Name of the cognitive assessment used and rationale for WHY the assessment was used in order to limit the adverse impact of already identified limitations and impairments
    - Justification - Students with severe fine motor deficits may not respond well to a cognitive measure requiring the use of blocks/patterns; students with limited verbal abilities may not respond to cognitive measures relying heavily on expressive language output
- 6. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
  - A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under:
    - Evidence – first percentile rank is KEY – there may be variations in what full-scale IQ score meets the 1<sup>st</sup> percentile; adaptive behavior scores are critical in identifying a GLOBAL cognitive impairment – multiple areas of functioning across many settings
  - An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable.
    - Evidence:
      - (a) Documentation of evidence that the student has met all of the criteria in sections (5)(c) and (5)(d) of Rule 6A-1.0943;

- (b) Written documentation of the most recent psychoeducational evaluation;
- (c) Documentation of any or all unsuccessful attempts to obtain a full-scale IQ score by the school psychologist;
- (d) A written description of the student's disabilities and/or relevant medical information, including a specific description of the student's global cognitive impairment that adversely impacts multiple areas of functioning across many settings;
- (e) Documentation of formal assessments (i.e., cognitive, academic achievement, and adaptive behavior assessments);
- (f) Documentation of informal assessments (i.e., classroom-based assessments); and
- (g) Documentation of consultation with district program support staff (i.e., District ESE Resource Teacher(s), ESE Support Specialists Facilitator; School Psychologist, Social Worker, and/or Behavior Analyst).
  - Justification – school psychologist will work with district identified staff to complete the State approved extraordinary circumstance

**Additional Requirements**

1. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards?
  - Evidence - Minimum of 3 data points per 9 weeks per subject area, as applicable as it relates to adaptation of content, methodology, and delivery
    - Justification – ensure that SDI aligns with documented content area
2. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards?
  - Evidence – documentation of tier 2 and tier 3 reading interventions that align with the elementary and secondary decision trees that are documented within Brevard's Comprehensive Evidence Based Reading Plan; documentation of tier 2 and tier 3 math interventions that align with the grade level decision trees; documentation of additional interventions that the student receives that supports their individual needs but are not documented on the reading or math decision tree
    - Justification – if the student is making limited to no progress in a tier 3 intervention program, what additional interventions are in place to support the student's needs?
3. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), the student exhibits limited or no progress on the general education curriculum standards, and requires modifications.
  - Evidence – accurate data based on grade level content that aligns with the Student Progression Plan; evidence of IEP goals in all three content areas (reading, writing, and math) indicating instruction in all core academic areas
    - Justification – a lack of goals in all three academic areas does not indicate that the student has received direct instruction in all core academic areas
4. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year?

	<ul style="list-style-type: none"> <li>○ <u>Evidence</u> – if the team is submitting considerations to the workgroup in the first semester, prior years attendance rates should be reflected; second semester submission should reflect current and prior year attendance</li> </ul> <p>5. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.)</p> <ul style="list-style-type: none"> <li>○ <u>Evidence</u> – if the team is submitting considerations to the workgroup in the first semester, prior year’s teacher(s)/certification(s) should be reflected; second semester submissions should reflect current year’s teacher(s)/certification(s); reading intervention must be provided by a teacher that has a reading endorsement or literacy micro-credential; secondary courses must be taught by teacher(s) certified in content area(s); must be receiving specially designed instruction from a certified ESE teacher</li> </ul> <p><b>Exclusionary Criteria</b></p> <ol style="list-style-type: none"> <li>1. Is the student identified as a student with a specific learning disability or as gifted? <ul style="list-style-type: none"> <li>○ <u>Evidence</u> – thorough review of current primary and secondary eligibilities</li> </ul> </li> <li>2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment? <ul style="list-style-type: none"> <li>○ <u>Evidence</u> – ensuring that a student’s exceptionality is reflective of the most significant cognitive disability by also being eligible in one (or more) of the following areas: intellectual disabilities, autism spectrum disorder, traumatic brain injury, other health impaired (with documented cognitive impairment)</li> </ul> </li> <li>3. Did the student score a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Section 1008.22(3)(a) and (b), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment? <ul style="list-style-type: none"> <li>○ <u>Evidence</u> – copy of student’s test history <ul style="list-style-type: none"> <li>▪ <u>Justification</u> - If the student scored a level 2 or above on any previous statewide, general education curriculum standardized assessment, investigate: <ol style="list-style-type: none"> <li>1. Has the student experienced a TBI since that score?</li> <li>2. Has there been a health-related complication since that score?</li> </ol> </li> </ul> </li> </ul> </li> </ol>
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> <ul style="list-style-type: none"> <li>• Total number of students that were removed from participating in the FAA using state guidelines: 15</li> <li>• Two scenarios impacted continued student eligibility and participation in the alternate assessment <ul style="list-style-type: none"> <li>○ Students were eligible in another state and no longer met participation criteria for the FAA using the Florida state guidelines <ul style="list-style-type: none"> <li>▪ Number of students: 8</li> </ul> </li> <li>○ Students were eligible for participation in the FAA prior to the revision of Rule 6A-1.0943, F.A.C. <ul style="list-style-type: none"> <li>▪ Number of students: 7</li> </ul> </li> </ul> </li> <li>• Brevard used the ‘Checklist for Course and Assessment Participation’ to consider the eligibility and exclusionary criteria when determining the appropriate course of instruction and assessment.</li> </ul>

	<ul style="list-style-type: none"> <li>○ The most common reason for students no longer meeting eligibility criteria was due to not being identified as having the most significant cognitive disability as verified by a statistically significant below average global cognitive score that falls within the 1<sup>st</sup> percentile rank.</li> </ul>
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> <ul style="list-style-type: none"> <li>● ESE Support Specialists and ESE Teachers are trained to provide the ‘Florida’s Access Points – Alternate Academic Achievement Standards’ brochure to parents during initial access points/alternate assessment eligibility considerations</li> <li>● Parental consent for instruction on access points and participation in the alternate assessment is obtained on an annual basis to coincide with the student’s IEP. If parental consent is unable to be obtained, documented, meaningful attempts are made to include the following methods: <ul style="list-style-type: none"> <li>○ US Mail</li> <li>○ Email</li> </ul> </li> <li>● The “Frequently Asked Questions about Access Points – Alternate Academic Achievement Standards and Florida Alternate Assessment” Parent Pamphlet from the FDOE is posted on Brevard’s ESE Website under ‘Parent Resources’.</li> </ul>
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>Brevard reviews the district FAA-PT performance data once the reports are released in June/July. The district reviews the following:</p> <ul style="list-style-type: none"> <li>● Completion rates</li> <li>● Performance rates <ul style="list-style-type: none"> <li>○ Number and percentage of students not scoring proficient (levels 1-2)</li> <li>○ Number and percentage of students scoring proficient (levels 3+)</li> <li>○ Learning gains of students</li> </ul> </li> </ul> <p>IEP Teams review assessment data during the development and review of the annual IEP.</p> <p><b><i>As a result of completing this activity, Brevard identified the need to develop a process for reviewing assessment data of students who demonstrate advanced proficiency or achieve perfect scores in one or more content areas.</i></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>Brevard’s Action Plan to assist schools is as follows:</p> <ul style="list-style-type: none"> <li>● Prior to FTE Survey 2, school-level stakeholders to include assistant principals, curriculum contacts, testing coordinators, and ESE Support Specialists are trained to ensure that students accurately documented as participated in the FAA-PT or FAA-D as well as enrolled in the grade-aligned access course. <ul style="list-style-type: none"> <li>○ Schools are informed that the data that is included in the preID file that is reviewed in December is populated by data in the student information system for FTE Survey 2.</li> </ul> </li> </ul>

- The next step of verifying the validity of the number of students taking the alternate assessment begins with the annual self-assessment.
- The state releases the preID file to the secure file in TIDE.
- The district reviews and disaggregates the data into individual schools to be shared with school administrators, testing coordinators, ESE Support Specialists, and district stakeholders in Student Services and Testing and Accountability.
- Once materials are organized, documents are shared with school-level stakeholders to include the following information:
  - Please make the following adjustments and/or verifications:
    - Add any names of students that are missing from this list
    - Inform us of any deletions that need to be made
  - Testing Coordinator
    - What assessment(s) should each student be taking (remember – in secondary settings, assessments are based on course enrollment/completion)
    - Any accommodated materials that would need to be ordered – Braille/Tactile Graphics (Contracted and Uncontracted) or One-Sided Booklets
    - **\*\*Be mindful of seniors that are missing graduation requirements – this is their last opportunity to take the FAA-PT**
  - ESE Support Specialist
    - Verify that each student is enrolled in the appropriate, grade-aligned access courses
    - Verify that the student has a valid, current IEP date
    - Verify that there is a signed parental consent for FAA form uploaded into PEER
      - This form must align with the current IEP
      - If a parent did not respond, ensure that there were meaningful, documented attempts
  - In order to upload students into the TIDE Portal for the FAA, students **MUST** be removed from the TIDE Portal for FSA/FAST Administration. Students cannot be in both portals. When students are deleted from the FSA administration, they can be deleted either manually on the View/Edit/Export Students page or via file upload on the Upload Students page.
  - ***As a reminder, per Rule 6A-1.0943, F.A.C., students must be enrolled in grade-aligned access courses for two consecutive FTE reporting periods.***
- As additional students enroll in outside of the roster verification window, Brevard reviews student records to ensure they are in compliance with the assurances processes as well as meets eligibility criteria as documented in the “Checklist for Course and Assessment Participation”.
- In the spring, Brevard participates in the ‘Desktop Monitoring for Compliance’ for students participating in the FAA. Thorough reviews of student records are completed (Brevard has had three straight years of ‘no findings of noncompliance’).

17. 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.

An FAA Considerations Resource Development Workgroup was created to support the development of a resource guide to accompany the FAA Considerations form. The intent of the guide was to support school teams with what data to include when considering students for access points and alternate assessment. The team met four times and as a result, further defined the data points to provide clarity to the entire process. Brevard feels that this was effective as school-based teams are

	<p>experiencing more success when working through the eligibility process for alternate assessment. School-based teams also have a better understanding of the rationale behind the development of the FAA Workgroup as it relates to the revision of Rule 6A-1.0943, F.A.C.</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> <ul style="list-style-type: none"> <li>• Brevard will track participation rate by reviewing access course enrollment and alternate assessment participation as indicated in our student information system on a quarterly basis.</li> <li>• Brevard will validate student enrollment data by comparing the TIDE assurance data against enrollment data in the student information system.</li> <li>• Brevard will review assurances data with the FDOE on an annual basis.</li> <li>• Brevard will establish new procedures for obtaining parental consent for instruction in access points and participation in alternate assessment. (Parental consent for 2024-2025: Attempts – 139; No – 6)</li> <li>• Brevard will establish a new process for reviewing assessment data of students who demonstrate advanced proficiency or achieve perfect scores in one or more content areas to consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations. <ul style="list-style-type: none"> <li>○ Perfect Scores – School Year 2024-2025: <ul style="list-style-type: none"> <li>▪ ELA Grades 3-10 – 0</li> <li>▪ Math Grades 3-8 – 0</li> <li>▪ Science Grades 5, 8 – 0</li> <li>▪ Civics – 0</li> <li>▪ Algebra 1 – 1</li> <li>▪ Geometry – 0</li> <li>▪ Biology – 0</li> <li>▪ US History – 0</li> </ul> </li> <li>○ Advanced Proficiency (Level 4) <ul style="list-style-type: none"> <li>▪ ELA Grades 3-10 – 9.9% (35 out 353)</li> <li>▪ Math Grades 3-8 – 7.5% (16 out of 213)</li> <li>▪ Science Grades 5, 8 – 7.2% (6 out of 83)</li> <li>▪ Civics – 15.3% (9 out of 59)</li> <li>▪ Algebra 1 – 2.7% (2 out of 74)</li> <li>▪ Geometry – 7.1% (7 out of 99)</li> <li>▪ Biology – 6.5% (5 out of 77)</li> <li>▪ US History – 15.6% (12 out of 77)</li> </ul> </li> </ul> </li> <li>• Persons responsible for monitoring the action plan in Brevard: <ul style="list-style-type: none"> <li>○ Director of Exceptional Education, Administrative Support</li> <li>○ Director of Exceptional Education, Program Support</li> <li>○ Assistant Director, Program Support</li> <li>○ Assistant Director, Testing and Accountability</li> <li>○ Program Specialist, Program Support</li> <li>○ Content Specialist, Administrative Support</li> </ul> </li> </ul>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Brevard will provide the following professional learning opportunities</p>

	<ul style="list-style-type: none"> <li>• Whole group professional learning for ESE Support Specialists on the history of the alternate assessment and alternate assessment procedures/considerations</li> <li>• Whole group professional learning on access points</li> <li>• Whole group professional learning for Florida Alternate Assessment Performance Task.</li> <li>• Targeted technical assistance for teachers of students participating in the Florida Alternate Assessment Datafolio.</li> <li>• Whole group professional learning as well as self-paced course on Specially Designed Instruction</li> <li>• Structured Teaching for self-contained classrooms</li> <li>• Whole group presentation for elementary assistant principals on the history of alternate assessment and alternate assessment considerations</li> <li>• Whole group presentation for secondary curriculum contacts on the history of alternate assessment and alternate assessment considerations</li> <li>• Whole group professional learning on parental consent for instruction in the access points and participation in the alternate assessment to increase the response in parental consent</li> </ul>
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> <ul style="list-style-type: none"> <li>• Tiered training supports and targeted technical assistance: <ul style="list-style-type: none"> <li>○ Tier 1 – Whole group training for ESE Support Specialists, teachers, school administrators, and related services providers on the criteria for alternate assessment eligibility per Rule 6A-1.0943, F.A.C.</li> <li>○ Tier 2 – Virtual meetings for school teams – walking teams through the FAA Consideration Process worksheet.</li> <li>○ Tier 3 – Direct school support – assisting teams with the compilation a thorough review of data prior to submitting</li> </ul> </li> </ul> <p>In addition to tiered supports, Brevard will continue working with the FDOE to review student assurances and participation data. In school year 2023-2024 and 2024-2025, Brevard had confirmed technical assistance for two dates from the ACCESS Project, however, both professional learning opportunities were canceled by the discretionary project to provide support to other districts. .</p>

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	10/1/2025 Date
Dampier.Pamela@Student Services	<small>Digitally signed by Dampier.Pamela@Student Services Date: 2025.10.01 08:28:26 -04'00'</small>
Signature of Assistant Superintendent <b>Patricia Fontan</b>	Date <small>Digitally signed by Patricia Fontan Date: 2025.09.30 15:25:26 -04'00'</small>
Signature of Exceptional Student Education Director <b>Kimberly Bias, Director</b>	Date <small>Digitally signed by Kimberly Bias, Director Date: 2025.09.30 13:50:49 -04'00'</small>
Signature of Exceptional Student Education Director <b>Joseph Flora</b>	Date <small>Digitally signed by Joseph Flora Date: 2025.10.01 07:41:07 -04'00'</small>
Signature of Director of Data	Date