

Florida Department of Education

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

LEA: Broward-06

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 LEA has conducted a comprehensive review of the 2024-2025 Florida Alternate Assessment data, perfect score data, on-grade level performance, and participation rates, to guide implementation decisions. By analyzing patterns in perfect scores, areas have been identified that can be further assessed to determine whether changes to the assessments are appropriate. On-grade level data has supported our efforts to evaluate curriculum alignment and ensure that instruction remains appropriately challenging. Participation data has also been closely monitored to verify that all eligible students are being assessed and to identify any gaps in access or documentation. This data-driven approach has enabled our district to make targeted improvements in instructional planning, professional development, and student support in order to better meet the needs of our most significantly impaired exceptional student population.</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:1.1% Math: 1.2% Science: 1.3%</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: 1.0% Math: 1.1% 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 2024-25 SY in each of the following subjects?</p> <p>ELA: 98.9% Math: 98.8% Science: 98.7%</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>ELA: 99.0% Math: 98.9% 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).</p> <p>There are unique circumstances within our LEA that may contribute to a higher percentage of students with the most significant cognitive disabilities, potentially resulting in more than one percent of students participating in the Florida Alternate Assessment. Our district offers a robust continuum of services designed to support students with a wide range of complex needs, which attracts families seeking high-quality support for their children with disabilities. At the same time, our district is experiencing growth in other competitive educational options and school choice settings, which also impacts enrollment patterns and student demographics. Overall, we have seen a decrease in overall district enrollment which has an unintended impact on our 1%.</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): 50.7% Autism Spectrum Disorder (ASD): 54.5% Traumatic Brain Injury (TBI): 0.4% Other Health Impairment (OHI): 8.9%</p>

8. 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?
 The analysis of data on students with the most significant cognitive disabilities who participated in the Florida Alternate Assessment revealed no consistent patterns tied to specific schools, classrooms, or teachers. While participation rates varied, there was no clear correlation with any particular educational setting. This suggests that eligibility decisions are being made individually, based on each student's unique needs, rather than a systematic practice at the school or class level.
9. 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.

Target Group	Target Group			Comparison Group		
	Number of Students Taking FAA	Number of Students Taking FAST, FAA or EOCs	Percentage Taking FAA	Number of Students Taking FAA	Number of Students Taking FAST, FAA or EOCs	Percentage Taking FAA
Black/African American	706	53196	1.3	740	89569	1.6
Hispanic/Latino	465	57694	0.8	981	85071	0.7
ELL	50	16897	0.3	1396	125868	0.3
FRL	879	68571	1.3	567	73194	1.6
Males	996	73200	1.4	450	69565	2.1

9. (cont) Based on the data provided in the preceding chart and context, there is evidence of disproportionate representation of students taking the Florida Alternate Assessment among the subgroups of African American students, students receiving free or reduced lunch and male students.
 To ensure continued equity and to proactively address any potential issues of disproportionate representation, LEA will routinely analyze assessment participation rates across these subgroups. This analysis will include reviewing IEP data, enrollment patterns, and exceptionality categories to identify the emerging trends:
 Examining referral and eligibility practices to ensure they align with state guidelines and do not unintentionally favor or disadvantage any subgroup.

	<p>Engaging stakeholders, including families and community representatives, to gather feedback and perspectives on assessment participation. Implementing corrective actions, such as revising procedures or providing additional support, as needed to reduce the impact of any identified disproportionality. The LEA will continue to monitor participation patterns to ensure all students have access to appropriate educational opportunities.</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>This is a notable strength for our district. Despite our large size, we are performing exceptionally well in achieving the 95% participation rate across all assessments, including students with disabilities in all tested grades and subjects. Nearly all grade levels and subjects met or exceeded the 95% participation threshold for the Florida Alternate Assessment (FAA), with the exception of Algebra EOC and Geometry EOC. These exceptions are primarily due to scheduling issues--students are enrolled in the courses within our system but are not currently being assessed through the corresponding EOCS. Additionally, IEP team decisions contribute to this, as they determine whether students with significant cognitive disabilities will participate in the FAA instead of the general assessment. These factors directly impact participation rates in the FAA.</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>IEP teams in our schools implement the state’s guidelines and criteria when determining student participation in the Florida Alternate Assessment (FAA). To ensure fidelity and alignment with state expectations, our district utilizes the “Checklist for Course and Assessment Participation’ as a required component where alternate assessment decisions are being made. This checklist helps guide the IEP team through a standardized decision-making process, ensuring that only students who meet the criteria for having the most significant cognitive disabilities are considered for the Florida Alternate Assessment.</p> <p>District-wide training has been provided to ESE staff on the correct consideration and use of the checklist and the criteria established by the Florida Department of Education. These staff members then deliver training to school-based personnel within their assigned schools. Through these procedures, we are committed to upholding the integrity of the assessment system and ensuring equitable and appropriate assessment decisions for all students.</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>The eligibility process begins with the IEP team verifying that the student meets the following criteria:</p> <p>Does the student have the 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:</p> <p>A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or</p> <p>An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).</p> <p>To promote consistency and ensure compliance across all schools our district requires our schools to utilize the state-recommended Checklist for Course and Assessment Participation. This tool ensures that all eligibility criteria are thoroughly evaluated and that decisions are based on documented educational need.</p> <p>Our district ensures that students with significant cognitive disabilities receive extensive, direct individualized instruction aligned with the Florida Standards Access Points, which are intentionally reduced in depth and complexity. This level of instruction is necessary because the student is unable to meaningfully engage with the general education curriculum, even when provided with appropriate accommodations and supports.</p> <p>Substantial support must be delivered by certified personnel to meet the unique learning needs of each student. The IEP should include goals that clearly reflect the need for highly individualized instruction and intensive support. It must also document the student’s daily support requirements, including the level of assistance provided, the use of assistive technology, and evidence of the student’s performance and progress within a highly structured learning environment. IEP teams make all assessment decisions thoughtfully and annually.</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>Yes, our district has removed students from participating in the FAA using state guidelines and the reminder to ESE teams that assessment decisions are to be considered annually and based on student data. For example, 18 students moved from 2024 FAA ELA to 2025 FAST ELA. This decision was based on data that supported a student no longer meeting the eligibility criteria for participation in the Florida Alternate Assessment. The IEP team schedules a meeting with all required committee members. During this meeting, the decision is made to transition the student to instruction based on the general education standards. The student is then enrolled in the appropriate general education course codes.</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>The Local Education Agency (LEA) ensures that parents, families, and students are fully informed when a student is receiving instruction based on the Access Points --Alternate Academic Achievement Standards and is being considered for participation in the Florida Alternate Assessment (FAA). This information is communicated during the annual Individualized Education Plan (IEP) meeting, where the instructional approach and assessment decisions are discussed in detail.</p> <p>To document informed consent, parents are required to sign a Parental Consent Form indicating their agreement with the provision of instruction based on Access Points and the administration of the statewide, standardized alternate assessment. These consent forms are provided and the parent’s native language, with translations available in English, Spanish, Portuguese, and Haitian Creole, ensuring clear understanding and equitable access to information.</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>As part of the school and district review process, any student who scores at the Advanced Proficiency level or earns perfect scores in one or more content areas on the Florida Alternate Assessment will have their data thoroughly reviewed. This review will include multiple sources of both formal and informal data that guide decisions regarding instructional placement and assessment type. If the collected data indicates that the student may benefit from transitioning to general education standards, the IEP team will convene to formally discuss and document the change. Upon agreement, the IEP will be updated to reflect the</p>

	<p>new instructional and assessment plan, and the student will be enrolled in the appropriate general education courses.</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> <p>To support schools in verifying the validity of the number of students participating in the Florida Alternate Assessment (FAA), our LEA has developed a structured and proactive action plan focused on ensuring appropriate identification and documentation. The first step in this process involves a thorough review of each student recommended for FAA participation to confirm that they are appropriately placed on Access Points. The district Exceptional Educational Student (ESE) team, in collaboration with school-based personnel, will examine whether each student has a documented significant cognitive disability. This determination is based on evidence of a global cognitive impairment that significantly impacts multiple areas of functioning across various settings and results from a congenital, acquired, or traumatic brain injury or syndrome. Eligibility must be verified either through a standardized cognitive assessment showing a full-scale IQ score at or below the first percentile (i.e., a score of 67 or below), or through an alternative evaluation process for students whose IQ cannot be reliably measured. This alternative evaluation process must be pre-approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, in accordance with Section 1003.57, Florida Statutes.</p> <p>Following this initial eligibility review, and with the exception of transfer students already determined eligible in another district, the next step is to verify that each student has a fully completed and signed “Checklist for Course and Assessment Participation”. This checklist serves as critical evidence that the IEP team has reviewed all three required eligibility criteria for FAA participation. The district will continue to monitor progress by reviewing documentation at the school level, conducting periodic audits, and offering targeted support to schools where data trends suggest a need for closer review or staff training. This approach allows the LEA to maintain procedural fidelity, promote appropriate placement, and address challenges promptly and effectively.</p>
<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>During the 2024-25 school year, our LEA implemented targeted, explicit professional development for district ESE staff, with a focus on ensuring appropriate student participation in the Florida Alternative Assessment (FAA) and</p>

	<p>strengthening the quality of IEP team decision-making. These efforts aimed to reduce over-identification, promote consistency across schools, and improve compliance with Rule 6A-1.0943, F.A.C. While this initiative proved effective, our plan for the 2025-26 school year includes expanding the training to involve a broader range of stakeholders across the district to further support accurate eligibility decisions and increase district-wide alignment.</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> <p>There will be a comprehensive review of Florida Alternate Assessment (FAA) participation rates through multiple ongoing activities. Participation rates will be reviewed by the Alternate Assessment Coordinator quarterly using our internal Student Information System (FOCUS) reports. The Alternate Assessment Coordinator will quarterly pull a random sample of IEP's to ensure the accuracy and compliance of FAA placement decisions. Following each professional development session, staff training completion and feedback are monitored through sign-in sheets, pre- and post-training surveys, and knowledge checks to assess understanding and effectiveness. Additionally, FAA eligibility verification submissions are tracked on an ongoing basis using a centralized eligibility tracking log and the submission of completed checklists, with reviews conducted monthly to ensure consistent and accurate application of the eligibility criteria. The professional development and centralized eligibility tracking log will both be monitored by the Alternate Assessment Coordinator to maintain fidelity and support district-wide compliance.</p>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>During the 2025-26 school year, our LEA will provide targeted, direct, and explicit professional development to a broader group of stakeholders, focusing on ensuring appropriate student participation in the Florida Alternate Assessment (FAA) and strengthening the overall quality of IEP team decision-making. These efforts are intended to reduce over-identification, promote consistency in practices across schools, and support full compliance with Rule 6A-1. 0943, F.A.C.</p>
<p>20.</p>	<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>By following the proposed action steps, the LEA will ensure that all decisions regarding FAA participation are aligned with Rule 6A-1.0943, F. A.C., and that only students with the most significant cognitive disabilities who meet the eligibility criteria are assessed using the alternate assessment.</p> <p>The LEA will also expand professional development to include not only ESE teachers and school psychologists, but also administrators and IEP team members. Training will emphasize the legal requirements, the long-term</p>

implications of FAA participation, and how to differentiate between students with significant cognitive disabilities and those with academic challenges who may be more appropriately served through accommodations and supports within the general education curriculum.

Additionally, the LEA will strengthen parent engagement by ensuring families are fully informed about the implications of FAA participation. This will include clear, multilingual materials and opportunities for parents to ask questions before consenting to alternate assessment placement.

Through the implementation of these comprehensive and multifaceted strategies, the LEA will promote equitable practices, strengthen decision-making, and consistently ensure that the Florida Alternate Assessment is administered only to the students for whom it is specifically designed.

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.

Howard Hepburn

Howard Hepburn (Oct 7, 2025 14:23:41 EDT)

Oct 7, 2025

Dr. Howard Hepburn, Superintendent
Signature of Superintendent

Date

Diane Eagan

Diane Eagan, Executive Director –ESE
Signature of Exceptional Student Education Director

10/1/25

Date:

Richard Baum

Richard Baum, Director of Assessment
Signature of Director of Data

10/1/25

Date

Signature: *Angela R. Fulton*

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