

Florida Department of Education

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

LEA: **Charlotte 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>-Review FAA participation data annually through district-level 1% self-assessments and FDOE 1% Data Discussions. -We have implemented a process for district ESE review prior to IEP team meetings when FAA is on the agenda to ensure the team has all documentation supporting the consideration. -District ESE provides face-to-face training and guidance documents to school-based ESE Liaisons and Staffing Specialists annually. -District ESE has dedicated Staffing Specialists to provide ongoing support for IEP teams.</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: 1.5% Math: 1.6% Science: 1.2%</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: 1.2% Math: 1.3% 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</p>

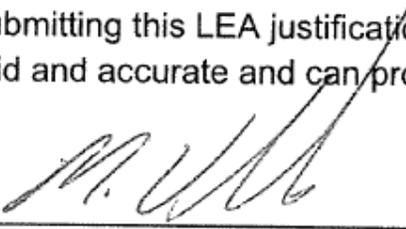
	<p>End-of-Course (EOC) assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 98.2 Math: 97.7 Science: 96.7</p>
5.	<p>What is your LEA's projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>GOAL: ELA: 100% (24/25 98.2%) Math: 100% (24/25 97.1%) Science: 100% (96.7%)</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>Charlotte County Public Schools has a contract with DeSoto County Public Schools to serve students in our ESE Center School, as DeSoto does not offer a center school placement. Additional FAA students from DeSoto, who are all eligible for FAA, help to increase the percentages in Charlotte County.</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): 64.6 Autism Spectrum Disorder (ASD): 23 Traumatic Brain Injury (TBI): 0.5 Other Health Impairment (OHi): 11.79</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>Our ESE Center School has a higher percentage of students with a most significant cognitive disability. Some elementary schools saw an increase in FAA students, while others saw a decrease, due to district changes in program locations in the 23/24 school year to present.</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,</p>

	<p>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>The percentage of African American students participating in FAA is currently 23%, while the percentage of African American students in the district is 8.82%. ESE Administration will closely monitor new students being recommended for FAA to ensure that all appropriate supports have been attempted prior to consideration of FAA participation.</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>LEA is at 97.6% participation rate, which is over the required rate of participation rate of 95%</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>All IEP teams complete the checklist embedded in PEER to guide the team discussion and determination.</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>Prior to meeting with families to discuss the FAA, the IEP team must document that all required criteria have been fully met. District supervisors are responsible for reviewing submitted documentation to ensure compliance with all established requirements. The checklist embedded in PEER guides the IEP team discussion and determination.</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>Students were removed from FAA in the 21/22 school year to meet the criteria under the rule amendment. In the successive years, the IEP team discussion and determination is based on the state rule and guidelines embedded in PEER. The ESE Office reviews</p>

	<p>every student being considered for the FAA to confirm that all state guidelines are followed prior to the IEP team determining whether a student should participate in the FAA.</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>The consent form embedded in PEER is reviewed annually.</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>AAC reviews Spring Assessment score reports annually and notifies the school-based LEA of students who scored Advanced Proficiency. The IEP team then reviews assessment data and FAA qualifications at each annual IEP.</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>Assurances are conducted in November for Pre-ID in December.</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>Procedural Review Packets LEA has provided/will provide school based training on state rule and qualification criteria. Dedicated ESE staff to provide support to schools and IEP teams. The number of students taking the FAA have reduced as per Know Your Schools Report Card.</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>The district ESE Admin will continue to review Procedural Review Packets prior to an IEP team assigning any student to FAA. This has been decreasing</p>

	the percentage of students on the FAA and will continue to do so. The district leadership team will continue to work with schools providing PL and monitoring students currently participating in FAA to ensure that IEP teams are re-assessing this need annually.
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>District ESE Professional Learning for school-based ESE staff covering ACCESS Points, FAA criteria and targeting learning gains for students who qualify for FAA.</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> <p>Partnerships with IDEA Funded State Projects (ACCESS project and MTSS/PBIS)</p> <p>District Professional Development day training with Jeff Pruitt.</p>

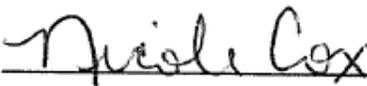
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent

9/30/25

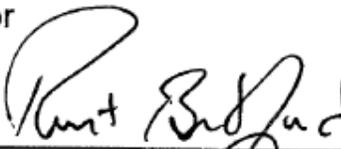
Date



Signature of Exceptional Student Education Director

9/30/25

Date



Signature of Director of Data

9/30/25

Date