

Florida Department of Education

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

LEA: DESOTO

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? The district leadership holds quarterly data chats and part of the discussion includes a review of participation in state and district assessments.
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: 2% Math: 1.9% Science: 2.4%
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: 1.8% Math: 1.7% Science: 1.1%
4.	What are your LEA's percentages of students that participated 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? ELA: 98.1% Math: 98% Science: 96.7%

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: 98% Math: 98% Science: 98%</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>DeSoto County is a predominantly rural area characterized by extensive agricultural activity, including numerous farms and migrant labor camps. Within the school district, 3.1% of families are classified as migrant, and 92.3% of students are considered economically disadvantaged. The district also contains a significant concentration of public housing. As of 2023, the poverty rate in DeSoto County stands at 23.1%, notably higher than the state average of 12.3%.</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): 63.6% Autism Spectrum Disorder (ASD): 32.7% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 3.6%</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>No patterns have emerged.</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>None notated in previous compliance reports.</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>For the 24/25 school year, DeSoto County received an overall 98% participation rate in all assessments. The testing coordinator for the district monitors that closely during the testing window for each school.</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>The School District of DeSoto County has developed an FAA Task Force which consists of the Director of ESE, district staffing specialists, and a School Psychologist. The purpose of this task force is to review documentation and data that an IEP team is considering as sufficient to place a student on the FAA. When an IEP team is considering FAA for a student, the Director of ESE is notified and documentation for the student is sent to the committee. The committee will either agree that the information provided is sufficient to make an informed decision, or the team will request further documentation to justify it. The team is guided by the Assessment Participation Checklist, Assessment Planning Resource Guide for IEP teams, and the IEP Team Guide to Assessment for SWD.</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>If the FAA Task Force agrees that the documentation provided by the student’s IEP team is sufficient to make an informed decision,</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>

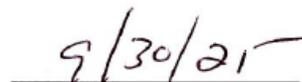
	<p>The district had one student removed from FAA within the district and one student that transferred in from out of state. When the DOE initially provided an IQ number of 67, the school staffing specialists reviewed the students currently on the alternative assessment to determine whether they would continue to qualify or would need an updated evaluation. If the student did not meet criteria based on the updated reevaluation, during the IEP team meeting to review the evaluation, the team would make the determination that that student no longer qualifies for this assessment.</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>Added to the Notice of meeting annually (in the native language), it will be discussed during the meeting when the team is discussing curriculum and assessments, the parent is provided a consent in their native language allowing the student to remain on the Alternative assessment annually, An interpreter who speaks the parent’s native language would be present at the meeting to support the family.</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>
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>Spreadsheet in google drive created by reports printed in PEER, verified by staffing specialists</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>FAA Task force</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>Director of ESE, or designee, will review prior to each FTE reporting survey the students who are on the alternate assessment through a report from Skyward compared to the previous list of students.</p> <p>If new students appear, review the list of students who have been through the Alternate Assessment Task Force and had sufficient evidence.</p> <p>If students are not on the Task Force list or did not have sufficient evidence, the school staffing specialist will be contacted by the Director of ESE, or designee, to complete the task force form and provide the documentation used to make the determination; an IEP meeting may need to reconvene depending on the findings.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Biweekly meetings regularly scheduled with ESE staff to review hot topics or areas of non-compliance (mini trainings as needed)</p> <p>Developing IEPs by FDLERS</p> <p>Transition IEP Writing by Project 10</p> <p>Collaborative Teaching Partnerships and Specially Designed Instruction by FIN</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>N/A</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.



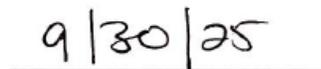
Signature of Superintendent



Date



Signature of Exceptional Student Education Director



Date



Signature of Director of Data



Date