

Florida Department of Education

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

LEA: \_\_\_\_\_ Flagler \_\_\_\_\_

**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? <ul style="list-style-type: none"><li>• IEP team data decisions</li><li>• Review of state guidelines of ACCESS curriculum and FAA</li></ul>
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?  Total students (district): 13,724 ELA: 0.69% Math: 0.69% Science: 0.22%
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?  Total students (district): 13,597 ELA:0.75% Math:0.62% Science:0.52%
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 2024-25 SY in each of the following subjects?

	<p>Total students (district): 13,597          ELA: 60% (8,155)          Math: 57% (7762)          Science: 23% (3213)</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>Total students (district): 13,597          ELA: 60% (8,155)          Math: 57% (7762)          Science: 23% (3213)</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 a large number of group homes who only accept students who are considered as having significant cognitive disabilities. Flagler's large percentage of group homes that only accept students with significant cognitive disabilities should also be a consideration. One agency has nine established group homes within our school district, with each home providing services for 4-6 students. Additionally, there are several other private group homes providing support for students with significant disabilities. Flagler has also experienced a higher percentage of students with significant disabilities transferring into the district, already placed on alternative assessment, both from within the state of Florida and from outside the state.</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>Total: 135          Intellectual Disability (InD): 45% (61)          Autism Spectrum Disorder (ASD): 41% (56)          Traumatic Brain Injury (TBI): 0%          Other Health Impairment (OHI): 6.6% (9)</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</p>

	<p>who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>ACCESS program sites:          Elem: OKES / BTES          Middle: ITMS          High: FPC &amp; MHS</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 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> <table border="1" data-bbox="310 852 1417 1094"> <thead> <tr> <th data-bbox="310 852 862 894">FAA total (135)</th> <th data-bbox="862 852 1417 894">District total (13,597)</th> </tr> </thead> <tbody> <tr> <td data-bbox="310 894 862 936">ELL 8.8%</td> <td data-bbox="862 894 1417 936">8.5%</td> </tr> <tr> <td data-bbox="310 936 862 978">Black/African American: 22.2 %</td> <td data-bbox="862 936 1417 978">14%</td> </tr> <tr> <td data-bbox="310 978 862 1020">Hispanic: 20%</td> <td data-bbox="862 978 1417 1020">20%</td> </tr> <tr> <td data-bbox="310 1020 862 1062">Male: 66%</td> <td data-bbox="862 1020 1417 1062">51%</td> </tr> <tr> <td data-bbox="310 1062 862 1094">Female: 34%</td> <td data-bbox="862 1062 1417 1094">49%</td> </tr> </tbody> </table>	FAA total (135)	District total (13,597)	ELL 8.8%	8.5%	Black/African American: 22.2 %	14%	Hispanic: 20%	20%	Male: 66%	51%	Female: 34%	49%
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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>n/a</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>The Lead Staffing Specialist conduct annual trainings with school-based staffing specialists. Staffing Specialists are trained in reviewing the Course &amp; assessment participation yearly. The IEP team works collaboratively to determine the needs of the student. When considering eligibility of alternate assessments, the team includes all data and interventions in the decision-making.</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>Prior to consideration of alternate assessment, IEP team members review the course &amp; assessment participation guidelines per the criteria in Rule 6A-1.0943, Florida Administrative Code. Team members work with a student to provide interventions and collect data to determine if after all interventions on a standard curriculum has been implemented with fidelity. Using the Course &amp; assessment participation guidelines, IEP teams review data to consider eligibility.</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>As transfer students enroll, the IEP team provides comparable services. If the students qualify under guidelines in another state and do not meet Florida criteria for alternate assessment, the IEP team re-convenes to consider removal back to general education standards. The team considers re-evaluations using Rule 6A-1.0943, Florida Administrative Code.</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>At annual IEP meetings, consideration for continuation of FAA is reviewed. Parents are required to sign yearly consent. Forms are translated when requested in the parents’ native language.</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>FAA scores are reviewed yearly to determine consideration of continuing on alternate assessments. Staff are trained yearly in Datafolio and Performance Tasks assessments to ensure that the assessments are administered according to guidelines. Students scoring at proficiency are reviewed by the IEP team to consider general education curriculum and FAST testing.</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>School-based assessment coordinators and staff are trained yearly in administering alternate assessment by the District Alternate Assessment Coordinator. Spreadsheets are shared with the names of students and the tests to be administered. The district alternate assessment coordinator provides weekly assistance to ensure that all students are tested. This also includes verifying tests in the DEI.</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>n/a</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 Alternate Assessment Coordinator will work with school-based assessment coordinators and the District Assessment Coordinator to ensure that FAA trainings are provided to all teachers. All training materials are also provided digitally for review.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY? Staff and school based assessment coordinators are trained annually prior to the assessment windows.</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>Staffing Specialists will continue to monitor student considerations for FAA. They will work with school-based staff to ensure that interventions are provided with fidelity prior to consideration.</p>

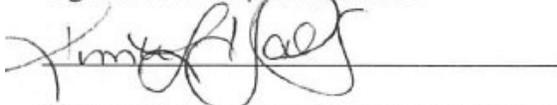
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.

  
Assistant Superintendent

Signature of Superintendent

9/30/25

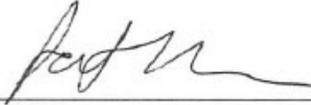
Date



Signature of Exceptional Student Education  
Director

9/29/25

Date



Signature of Director of Data

9/29/2025

Date