

Florida Department of Education

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

LEA: Glades County School District

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? YES |
| 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: 1.1% Math: 1.1% Science: 2.1% |
| 3. | What is your LEA's projection for the percentage of students participating in the FAA in the upcoming SY in each of the following subjects? ELA: 1.5% Math: 1.5% Science: 1.5% |
| 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? ELA: 1.1% Math: 1.1% Science: 2.1% |

| | |
|----|--|
| 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 upcoming SY in each of the following subjects?</p> <p>ELA: 1.5% Math: 1.5% Science: 1.5%</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>We are a very small district with 1876 students across three public schools and one charter school. Recently, we have experienced an influx of families moving into the area from out of state and from larger cities, largely due to more affordable property values. Many of the new students enrolling in our Exceptional Student Education (ESE) programs are already participating in the Florida Standards Alternate Assessment (FSAA) or have full-scale IQ scores in the lower 60s, which contributes to 7. 8. our higher participation rate in the alternate assessment.</p> |
| 7. | <p>List the percentages of the following primary/secondary exceptional 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): 10 students .53% Autism Spectrum Disorder (ASD): 7 students .37% Traumatic Brain Injury (TBI): 0 Students Other Health Impairment (OHI): 2 Students .11%</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>After reviewing the data on students with the most significant cognitive disabilities, no specific patterns emerged related to participation by class or school. Most of the new students moving into our district are already participating in the Florida Standards Alternate Assessment (FSAA) and meet eligibility criteria based on their full-scale IQ scores.</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> <p>No, we are not seeing any patterns of disproportionate representation among subgroups such as English Language Learners, African American students, Hispanic/Latino students, male or female students, or low-income students participating in the Florida Standards Alternate Assessment (FSAA). The district is diligent in reviewing all documentation and eligibility criteria to ensure that each student's participation in the FSAA is appropriate and based solely on established qualifications.</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>The district is committed to meeting the 95% participation rate for all students, including those with disabilities. We review IEPs and assessment data to ensure students are placed in the appropriate assessments. To address the 1% threshold, we provide training for IEP teams, monitor participation rates, and work with schools to make sure decisions are based on accurate data and eligibility criteria.</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>IEP teams across all schools in the district consistently follow the state's guidelines and criteria for FAA participation. Teams use the "Checklist for Course and Assessment Participation" during IEP meetings to ensure each decision is based on accurate data, eligibility criteria, and the individual needs of the student. Regular training and review help maintain consistency across the LEA.</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>To determine FAA eligibility, the IEP team reviews the student's cognitive and academic assessments, adaptive skills, and progress in the general curriculum. Using this data, the team decides if the student has a significant cognitive disability that makes the FAA appropriate. All findings and decisions are documented in the student's file.</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, over the past two years, we have removed an average of three students from FAA participation. These were out-of-county transfers who did not meet eligibility criteria-some had IQ scores over 67, and in some cases, no formal assessments had been completed since Pre-K, even though the students were in middle school. Our IEP teams consistently review data and conduct formal assessments to ensure only students with significant cognitive impairments are qualified for the FAA.</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 LEA explains Access Points instruction and FAA participation to parents, families, and students during IEP meetings and through written materials. We cover what Access Points are, how instruction is delivered, and what participating in the FAA means for the student. Information is provided in the parent or student's native language when needed. This is shared at the start of services, at annual IEP meetings, and whenever assessment or placement decisions are made.</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>Teams review all data and decisions are based on the student's abilities, progress, and IEP goals to ensure they have access to the general curriculum whenever possible with appropriate 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>The District Staffing Specialist tracks all FSAA students, attends ESE meetings, and monitors changes to accommodations or eligibility. She reviews new enrollments, updates the FSAA list, and works with schools to quickly address any issues to ensure accurate participation.</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>In 2024-25, the LEA reviewed IEPs, trained staff on assessment criteria, and monitored student participation. These actions were effective, and we will continue training and monitoring to address any remaining gaps.</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 Staffing Specialist and District Testing Coordinator is responsible for overseeing the AP, ensuring accuracy, and addressing any discrepancies.</p> |
| 19. | <p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>For the 2025-26 school year, staff will participate in ongoing professional learning focused on supporting students with significant cognitive impairments, including students with Autism, Intellectual Disabilities (InD), and Other Health Impairments (OHI).</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> |

| | |
|--|--|
| | To reduce the percentage of students participating in the FAA, the LEA plans to carefully review all new enrollments for eligibility, provide ongoing training for IEP teams on assessment criteria, and monitor student data regularly to ensure only students who meet the criteria are placed in the FAA. |
|--|--|

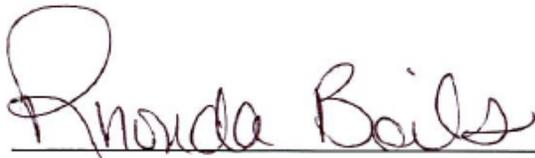
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



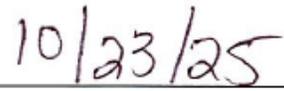
Signature of Superintendent



Date



Signature of Exceptional Student Education
Director



Date