

Florida Department of Education

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

LEA: Indian River

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

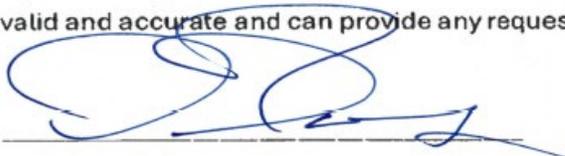
1.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? Monthly Technical Assistance meetings to support training and fidelity of implementation.
2.	What are your LEA’s percentages of students that participated in the FAA in the 2024-25 SY in each of the following subjects? ELA: 1.0 % Math: 1.1 % Science: 0.9 %
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: 1.0 % Math: 1.0 % Science: 0.9 %
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: 98 % Math: 97% Science: 96%

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: 100% Math: 100% Science: 100%</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 have an ESE Center School (Wabasso)</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): 57 % Autism Spectrum Disorder (ASD): 36 % Traumatic Brain Injury (TBI): 0.1 % Other Health Impairment (OHI): 0.9 %</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 who attended a specific class or school more likely to participate in the alternate assessment? Does the participation rate vary?</p> <p>Slightly higher across VE Separate Class settings.</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. None, however the LEA will ensure best practices during data reviews and at IEP meetings to consider all factors and rule-outs.</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>Review IEP data inclusive of quarterly progress, provide training to staff regarding alternate assessment.</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>Review of IEP practices with district oversight and technical assistance.</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. District supported review of data as well as staff training on compliance and data practices, collection and reviews.</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>No.</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>Annually at the IEP meeting and during parent conferences parents are provided with and have an opportunity to ask questions and review consent for FAA yearly and more as requested.</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. Analyze FAA data. Consider transition to general education at IEP team meetings when data allows. Consistent progress monitoring.</p>

16.	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). District assurances oversight. Each school submits roster. Targeted professional development. Monitor results and share and provide technical assistance and address corrective actions.
17.	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. Professional Learning with staff on FAA Criteria. Very effective.
18.	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. Compliance Reports, review of participation data by ESE District Team.
19.	What professional learning will your staff complete for the 2025-26 SY? Training provided by ESE district team, Individual school support as needed based on data.
20.	What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA? Continuous reviews and technical assistance to teams.

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

11/12/2025

Date



Signature of Exceptional Student Education Director

10/28/2025

Date

A handwritten signature in black ink, consisting of a large, stylized letter 'B' followed by a horizontal line that extends to the right and then curves slightly upwards at the end. A small red dot is visible above the horizontal line.

Signature of Director of Data

10/31/25

Date