

Florida Department of Education

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

LEA: KIPP Miami

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>All students have been scheduled for a minimum of two FTE periods in ACCESS Courses. Each student’s cumulative file, including their most recent psychoeducational evaluation, IQ scores, and assessment history, was reviewed to confirm eligibility criteria. Verification ensured that students had not been previously identified under SLD or earned a Level 2 or higher on the FSA/FAST assessments.</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: 1.3% Math: 1.3% Science: 0.5%</p>
3.	<p>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?</p> <p>ELA: 0.6 (8 students out of 1,341) Math: 0.6% (8 students out of 1,341) Science: 0.3% (3 fifth graders and 1 eighth grader out of 1,341 students)</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 End-of-Course (EOC) assessments in the 2024-25 SY in each of the following subjects?</p> <p>ELA: ≥71% (952 students in 3-8, out of 1,341 students total)</p>

	<p>Math: $\geq 71\%$ (952 students in 3-8, out of 1,341 students total)</p> <p>Science: $\geq 23\%$ (327 5th & 8th graders out of 1,341 students total)</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 upcoming SY in each of the following subjects?</p> <p>ELA: $\geq 95\%$ Math: $\geq 95\%$ Science: $\geq 95\%$</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>The KIPP Miami area is highly transient, as evidenced by frequent withdrawals and enrollments each school year. This movement may result in occasional fluctuations in student populations with significant cognitive disabilities.</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% Autism Spectrum Disorder (ASD): 25% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 12%</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 patterns were identified regarding participation by specific classes or schools. Participation rates appear consistent across sites.</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</p>

	<p>disproportionate representation of students in the above-referenced subgroups among those taking the FAA.</p> <p>There is no evidence of disproportionate representation among any student subgroup within the FAA participant group. The demographics of these students are consistent with overall school enrollment demographics.</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 has consistently maintained over a 95% participation rate across all assessments.</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 use the assessment decision section of the IEP, which mirrors the “Checklist for Course and Assessment Participation.” These questions must be answered in full during every annual IEP meeting to ensure consistent implementation of state guidelines.</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>Eligibility for participation in the FAA requires that a student demonstrate a need for an IEP, obtain a full-scale IQ of 68 or lower, and score significantly below average on at least two adaptive behavior measures (teacher and parent). The IEP team reviews all data to confirm eligibility for instruction on a modified curriculum. Parental consent is obtained annually at a minimum.</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>We have one student who was removed from the FAA after a comprehensive review indicated misplacement. Upon enrollment, the student’s academic performance and engagement prompted re-evaluation. The student demonstrated grade-level progress, was re-evaluated, and found no longer eligible for FAA participation. He was transitioned to the general education curriculum and successfully completed the FAST assessment, scoring Level 2 in reading and Level 3 in math.</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>Parents are informed annually at the start of the school year through one-on-one conferences and Open House sessions, where the Alternate Standards are reviewed. Mandatory quarterly report card conferences provide ongoing opportunities to discuss student progress and review work samples. Additionally, letters are distributed when the FAA testing window opens to notify parents of test dates and emphasize the importance of attendance. Information is provided in the parent’s native language as needed.</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>When students demonstrate advanced proficiency or perfect scores, the IEP team refers them for re-evaluation to determine whether they continue to meet criteria for modified curriculum. This ensures that only students meeting eligibility criteria participate in the FAA.</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 LEA will monitor student eligibility for the FAA through ongoing review of teacher referrals, grades, anecdotal notes, and classroom performance. For newly enrolled students, cumulative records and prior evaluations are reviewed immediately to confirm eligibility. Regular data checks throughout the year will ensure students continue to meet the requirements for the modified curriculum.</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>Improvement activities implemented in the 2024-25 school year included strengthening record review procedures for new students with existing IEPs that indicate modified curriculum eligibility. This process has proven effective in ensuring accurate placement and assessment participation.</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 LEA’s Action Plan includes a comprehensive progress monitoring system to ensure continued compliance with the 1% participation threshold. Assistant Principals of ESE will conduct BOY audits of all students identified for the FAA, reviewing IEP data, academic progress, teacher anecdotal records, and adaptive behavior measures. Data sources will include cumulative files, assessment results (FAST, i-Ready, and classroom-based measures), and BOY report card reviews. Any student whose data suggests potential misalignment with eligibility criteria will be flagged for re-evaluation. The Director of ESE and the Assistant Principals of ESE will be responsible for monitoring the implementation of this plan and ensuring documentation accuracy. Progress will be reviewed at quarterly leadership meetings, and findings will inform ongoing professional development and improvement strategies.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY? Assistant Principals of ESE will participate in professional learning focused on identifying students who may not require modified curriculum instruction. Training will include record review procedures, analysis of performance outliers, use of anecdotal and assessment data, and strategies for differentiated instruction for students on modified curriculum.</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? The LEA will implement additional actions focused on shifting teacher mindset and understanding regarding modified curriculum. Staff will receive training on the long-term implications of being on a modified curriculum and the importance of high expectations for all learners. This initiative will support accurate placement decisions and reduce the percentage of students participating in the FAA.</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.

M. Kress

10/20/2025

Signature of Superintendent

Date

J. [unclear]

10/20/25

Signature of Exceptional Student Education
Director

Date

J. [unclear]

10/20/25

Signature of Director of Data

Date