

Florida Department of Education

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

LEA: _____ Lafayette _____

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>The Director of Teaching and Learning serve as the Director of ESE and the Director of Curriculum and Assessment. Together with the Assessment Coordinator and Director of IT, the data is collected and reviewed to answer the questions below.</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: 1.4% Math: 1.4% Science: .8%</p>
3.	<p>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?</p> <p>ELA: 1.4% Math: 1.4% Science: 0%</p>

<p>4.</p>	<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: 99.4% Math: 99.2% Science: 99.2%</p>
<p>5.</p>	<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: 99.4% Math: 99.2% Science: 99.2%</p>
<p>6.</p>	<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>No unique circumstances.</p>
<p>7.</p>	<p>List the percentages of the following primary/secondary exceptionalty 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): 77.8% Autism Spectrum Disorder (ASD): 22.2% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 0%</p>
<p>8.</p>	<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>In Lafayette, the data set is so small that it is difficult to follow trends. On student has a major impact on percentages.</p>

<p>9.</p>	<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>In Lafayette, the data set is so small that it is difficult to follow trends. One student has a major impact on percentages.</p>
<p>10.</p>	<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>Lafayette meets the 95% testing requirement and has met that consistently. The 1% threshold for participating in FAA will vary based on one student's participation. In Lafayette, the data set is so small that it is difficult to follow trends. One student has a major impact on percentages.</p>
<p>11.</p>	<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 guidelines are followed and considered by the staffing specialist and the assessment coordinator on each student individually, and the results are shared with the Director of ESE.</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>The student must have severe cognitive disability and be placed on Access Points. The student must have participated in at least two FTE counts as a student enrolled in Access Point classes prior to taking the FAA.</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>We currently have a student on Access Points that has not yet qualified for FAA based on the two FTE period guidelines. The child will sit for FAST this school year and begin FAA next year.</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>This conversation takes place at the IEP meeting. If the parents do not speak English a translator is present to assist. The information is also available in writing for parents in English and Spanish.</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 support and accommodations.</p> <p>Assessment data will be presented to the team by the student’s teacher. The team will review all assessment data including the discussion of advanced and perfect scores.</p>
<p>16.</p>	<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 assessment coordinator goes over the list of students scheduled to take Alternate Assessment and discusses/verifies with the staffing specialist and Director of ESE.</p>
<p>17.</p>	<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.	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 person responsible for monitoring the progress of the AP. N/A
19.	What professional learning will your staff complete for the 2025-26 SY? Staffing Specialist and Director of ESE are participating in ISRD's trainings regarding administrative concerns.
20.	What other additional actions does your LEA plan to take to ensure the reduction of the percentage of students participating in the FAA? No new actions planned.

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



Signature of Superintendent

1 OCT 2025

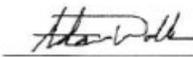
Date



Signature of Exceptional Student Education Director

10/1/25

Date



Signature of Director of Data

10/1/2025

Date