

Florida Department of Education

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

LEA: Lake County Schools

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>Our (LEA) has conducted a comprehensive review of assessment participation data to guide decision-making and implementation strategies.</p> <p>The LEA cross-references IEP documentation to verify that students participating in alternate assessments meet the state-defined criteria for significant cognitive disabilities. This ensures that placement decisions are based on individual student needs and not solely on disability label or performance level. Additionally, the district adds a layer of accountability in the decision-making process by requiring a <i>Consideration for Access Points Instruction</i> data review when a modified curriculum is being considered.</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: 1.5 Math: 1.7 Science: 1.9</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: 1.4 Math: 1.6</p>

	Science: 1.8
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: 98.91% Math: 98.84% Science: 98:33%</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: 98.99% Math:98.90% Science:98.88%</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>Lake County has three separate school settings that provide supports to students with significant cognitive disabilities. The number of students enrolled in these schools contributes to the overall percentage of students taking the FAA. The Lake County School District has a special day school, Lake Hills, that serves 202 students with significant cognitive disabilities. Lake Hills School serves students with disabilities 3-22 years of age. The student population at Lake Hills is currently 202 with 110 (54%) of the students assessed using the Florida Alternate Assessment. During the 2024-2025 school year, 503 students were assessed with 110 of those students being from Lake Hills which accounts for 22% of the assessed population. The percentage of students assessed from Lake Hills continues to grow each school year resulting in an overall increase in the percentage assessed through FAA. The Academy of Lake Hills South is an alternative setting serving only students with disabilities. In the 2022-23 school year, 30% of the student population took the FAA. Prescribed Pediatric Extended Care (PPEC) serves our students with the most significant cognitive and medical needs. The students at PPEC receive Hospital/Homebound services offered through the district. Typically, the Hospital/Homebound teacher serves 5-10 students in grades K-12. In 2024-25, 3 of the 5 students served were assessed with the FSAA giving them 60% students tested.</p>

<p>7.</p>	<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): 51% Autism Spectrum Disorder (ASD): 42% Traumatic Brain Injury (TBI): 0 Other Health Impairment (OHI): 6%</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>The Lake County School District has a special day school, Lake Hills, that serves 202 students with significant cognitive disabilities. Additionally, there are two other special day schools that have a higher number of students participating in the alternate assessment. These schools are specifically designed to support students with intensive academic, behavioral, and functional needs, and their instructional programs are closely aligned with alternate achievement standards. Other than the higher percentage in these special day schools, the percentages across other campuses are similar.</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>According to the most recent LEA profile, the district met state targets for disproportionality in all areas.</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>The district ESE department collaborates with other departments, including IT and the Accountability & Assessment department to minimize the effect that limited technology access and/or testing scheduling may have on student participation. Additionally, district personnel review IEP data each month in order to catch/correct errors and plan for necessary training.</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>To ensure consistency across all schools, our LEA requires that district-level program specialists review student data and the Consideration for Access Points checklist prior to any IEP team meeting where initial participation in the FAA will be discussed. This review process ensures that decisions are data-driven and fully aligned with the state’s guidelines and criteria.</p> <p>During IEP meetings, teams use the state-approved checklist to guide discussion and document evidence related to the student’s instructional level, learning characteristics, and response to grade-level curriculum and supports.</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 district personnel developed and implemented the use of the Consideration for Access Points Instruction and Florida Alternate Assessment form to be used as a formal document to provide IEP teams a focal point for their discussion concerning qualifying a student for alternate achievement and assessment standards. The Consideration for Access Points Instruction and Florida Alternate Assessment document is completed by the school team (ESE School Specialist, teacher(s), related service providers, and, if appropriate, the psychologist and social worker) prior to the IEP meeting in which the team is considering the initial qualification of a student for instruction on the alternate achievement standards and the alternate assessment (Access Points and FAA). Documentation of information requested: 1. Description of the student’s substantial limitations in the following areas and documentation to support the information: Curriculum/Learning, Social/Emotional, Independent Functioning,</p>

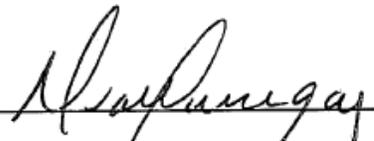
	<p>Communication, Community/Employment Evaluation data to include; recent psychoeducational evaluation (cognitive/intellectual scores and achievement), adaptive behavior evaluation, and any recent assessments. Interventions and services provided to the student to support them with acquiring skills in the General Education setting and the outcome. 2. The Consideration for Access Points Instruction and Florida Alternate Assessment form completed for all initial placements/considerations. The completed form is submitted to the Program Specialists for InD and ASD prior to the scheduled IEP meeting. The Program Specialists and the Staffing Specialist from the school will review the form and provide feedback to the ESE School Specialist at the school. The feedback can then be used to guide the IEP team in their discussion during the IEP meeting. 3. The Consideration for Access Points Instruction and Florida Alternate Assessment form is completed at each annual review for students currently identified on Access Points and FAA to document the appropriateness of instruction on alternate achievement and assessment standards (Access Points and 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>Yes. Our LEA has removed students from participating in the FAA using the state’s established guidelines. Each case was reviewed individually through the IEP team process to ensure decisions were based on current data, student performance, and state eligibility criteria. Documentation was completed according to state requirements, and parents were informed and involved throughout the process.</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>Lake County Schools informs parents, families, and students of the instruction in Access Points – Alternate Academic Achievement Standards and participation in FAA and possible implications through IEP meetings. At a minimum, this is reviewed at every student’s annual IEP meeting. Documentation is provided to parents to sign regarding consent for students to participate on these alternative standards each year through the FDOE Parental Consent Form. This is provided in the parent or student’s 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</p>

	<p>consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>IEP teams will review the assessment data of students who demonstrate advanced proficiency or perfect scores in one or more content areas to determine the most appropriate assessment. The team will analyze multiple data sources, including classroom performance, formative assessments, and progress monitoring results, to evaluate whether the student’s skills align with grade-level standards. If the data indicate that the student can meaningfully participate in the general statewide progress monitoring (FAST) or End-of-Course (EOC) assessments, the team will consider transitioning the student to these assessments with the necessary supports and accommodations. Decisions will be made collaboratively as an IEP team, ensuring compliance with state guidelines and maintaining high expectations for student achievement.</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>Our LEA’s AP includes a structured verification process to ensure the validity of the number of students participating in the alternate assessment. The plan focuses on data integrity, oversight, and accountability at both the school and district levels.</p> <ul style="list-style-type: none"> - Pre-IEP Review - Use of Verification Tools: Schools are required to complete the Consideration for Access Points for district review - Semi-annual Data Audits - Professional Development - Program Specialist Oversight <p>Monitoring and Addressing Challenges: The district monitors progress through periodic data reviews, comparing current FAA participation rates to prior years to identify reductions or areas needing improvement. Any discrepancies or questionable placements are addressed through targeted follow-up meetings with school-based teams. The ESE program specialists provide coaching and support to resolve issues and ensure consistent, valid implementation of assessment decisions across all schools.</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>Our district has implemented the Consideration for Access process. This process combined with training for staff has been effective. The IEP teams are looking more closely at additional documentation to ensure data driven decision making. Teams are determining alternative assessments are not appropriate in more cases than previous.</p>
<p>18.</p>	<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>Our LEA’s Alternate Program (AP) utilizes the Unique Learning System (ULS) as the primary curriculum to support instruction for students participating in the Florida Alternate Assessment (FAA). The ULS provides differentiated, standards-based lessons aligned to grade-level access points, ensuring individualized instruction that promotes academic growth and functional skill development.</p> <p>Progress monitoring:</p> <ul style="list-style-type: none"> - ULS checkpoint assessments - monthly benchmark assessments - ongoing data collection through classroom performance tasks <p>Data sources:</p> <ul style="list-style-type: none"> - Unique Learning System’s reporting tools - district progress monitoring forms - student performance data within the ULS GPS (Goals, Preferences, and Skills) tracking system. <p>The persons responsible for monitoring progress include the ESE teachers implementing the curriculum, the school-based administrators overseeing instructional fidelity, and the ESE School specialist and ESE Program Specialists, who reviews data, provides coaching, and ensures alignment with state and district expectations.</p>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <ul style="list-style-type: none"> - FAA Initial Training - FAA refresher - Intensive Support Teachers training - Developing IEP’s

	<ul style="list-style-type: none"> - Access Points- Teacher Program Training - Accommodations - Data Driven IEP's - Self Determination, Self Advocacy, and Learning Strategies - Collaborative Teaching - Specially Designed Instruction - ESE Calming Areas - SIM Fundamentals - Visual Supports - New Access Points teachers training
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> <ul style="list-style-type: none"> - Ongoing professional development on data-driven decision making - Increasing the number of schools using Inclusive Scheduling - Educating ESE Specialists and ESE teachers on assessment criteria, long-term implications of FAA participation, and fostering informed and collaborative decision making, which includes parent education.

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

10/28/25

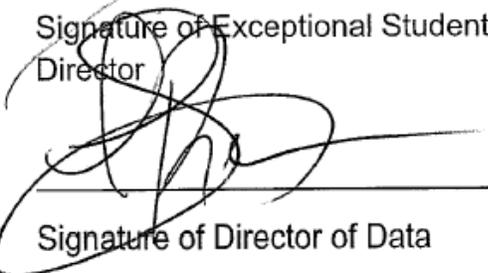
 Date



 Signature of Exceptional Student Education Director

10/28/25

 Date



 Signature of Director of Data

10/28/25

 Date