

Florida Department of Education

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

LEA: Manatee 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? Fields were pulled from FOCUS which is our districts student management system.
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: .8% Math: .7% Science: .8%
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: .7% Math: .7% Science: .8%
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: 99.3% Math: 99.3% Science: 99.2%

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: 99.3%  Math: 99.3%  Science: 99.2%</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>No</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): ELA 62.6%, Math 62%, Science 59.1%  Autism Spectrum Disorder (ASD): ELA 34.9%, Math 34.3%, Science 30.4%  Traumatic Brain Injury (TBI): ELA .4%, Math 0%, Science.9%  Other Health Impairment (OHI): ELA 16.2%, Math 19.6%, Science 17.4%</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>No</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>Yes, it is noted that males are identified more than females. We will consistently review our data for this focused area. We will monitor future eligibilities to ensure that we don’t have a growing pattern within this concentrated area. We will also inform our evaluators within our student service department of this disproportionality concern.</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>We will continue our current practices that we have in place in the district and department.</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 “<a href="#">Checklist for Course and Assessment Participation</a>” for IEP team meetings within your LEA.)</p> <p>We have a district review process for students recommended for alternative assessment to ensure that all parts of the state and federal rules are reflected in the students' data when school teams consider their placement on alternative assessment.</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>We have a district protocol form that can be provided if needed. See the above answer for the steps we take to ensure compliance.</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>The district engages in a thorough re-evaluation process, and if the student no longer qualifies for FAA, then the school team would return the student to the FAST assessment.</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>At the students' annual review, parents sign consent in their native language for Access Points and Alternative Assessment. The IEP team explains all the implications of these decisions annually.</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</p>

	<p>progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p> <p>The ESE department reviews student scores annually and, in such instances, informs school teams of the need for a review of the students' programming.</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 is currently meeting less than the 1% threshold and will continue our successful practices as outlined. If an action plan is needed at any point, we will develop one then.</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>We have engaged in a process of performing an ongoing review of all students who are recommended for Alternative Assessment.</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 ESE Director and the Assessment Director for the district will review percentages three times a year to monitor for increased trends.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Our department is doing several PL learning options this year. We are doing the items listed below:          Redeveloping our IEP training module through FDLRS          Training all ESE department chairs in best practices (Alternate Assessment).          Ongoing teacher training on Assessment administration          Ongoing training for teachers on IEP development</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> <p>We will continue the above practices.</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.

  
Laurie Breylin (Oct 10, 2025 15:56:12 EDT)

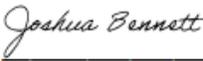
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10/10/2025

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Signature of Superintendent

Date

  
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10/10/2025

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Signature of Exceptional Student Education  
Director

Date

  
Evan McCarthy (Oct 16, 2025 16:23:21 EDT)

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10/10/2025

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Signature of Director of Data

Date