

	Science: 46,796, Biology 1: 27,574 Total: 74,370 – 98.4%
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 2025-26 SY in each of the following subjects?</p> <p>ELA: 194,478 – 98.4% Math: 123,606, Algebra 1: 28,400, Geometry: 29,570 Total: 181,576 – 98.3% Science: 41,405, Biology 1: 28,163 Total: 69, 568 – 98.3%</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>As the largest school district in Florida, M-DCPS serves a substantial population of families, including highly mobile migrant and military families who enroll their children with diverse and often complex needs. Students with significant cognitive disabilities are often not serviced by charter schools or traditional private schools due to limited programs for students 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): 94.45%/74.72% Autism Spectrum Disorder (ASD): 30.27%/19.10% Traumatic Brain Injury (TBI): 30.77%/0% Other Health Impairment (OHI): 0.62%/6.18%</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>M-DCPS has specialized programs for students with the Most Significant Cognitive disabilities, these are our ESE center schools. This placement specifically serves the needs of these students. M-DCPS also has self-contained programs for students with significant needs throughout our district, participation rates vary.</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,</p>

	<p>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>M-DCPS has not identified any disproportionate representation of students at this time.</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>Our data shows we have successfully met this goal for the past five years (SY 2021-2022 through SY 2024-2025), with a single drop to 94% in SY 2020-2021 attributed solely to the COVID-19 pandemic's impact on attendance. To sustain high participation, we use various approaches: providing detailed communications to parents and students regarding assessment dates and requirements via multiple channels; implementing school-based motivational campaigns like class competitions and recognition to boost daily attendance, especially during testing windows; and conducting targeted outreach, where school administrators and ESE contacts personally follow up with families to arrange make-up sessions and resolve any barriers to participation.</p> <p>The core reason M-DCPS exceeded the 1% cap for students taking the FAA is rooted to the overall rate of students appropriately identified with Intellectual Disability (IND). The primary focus of the LEA's compliance effort is correcting the potential for inconsistent application of FAA eligibility criteria at the school level. To address this, M-DCPS mandates professional development for all ESE staff through a train-the-trainer model, concentrating on the rigorous, multi-criteria use of the official decision-making tools, including the Checklist for Course and Assessment Participation and F.A.C. Rule 6A-6.0331. Furthermore, the District is implementing targeted monitoring, a data-driven process that reviews annual school data showing an increase in FAA participation percentage.</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 LEA ensures consistent implementation of state guidelines for the Florida FAA through a mandatory, multi-tiered training and compliance verification system. The foundation of all IEP team decisions is the use of the state's "Checklist for Course and Assessment Participation" and compliance with Rule 6A-6.0331, which mandates that the student has a significant cognitive disability</p>

	<p>and is receiving instruction on Alternate Academic Achievement Standards (AAAS). The LEA conducts multiple training sessions annually, for all LEAs and ESE staff. Consistency is enforced through mandatory internal reports and file reviews which verify that all IEP teams have accurately used the multi-criteria decision-making tools to justify FAA participation, ensuring decisions across all schools are uniform and align with state criteria.</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> <ul style="list-style-type: none"> • IEP Team Review: The student's IEP team (which includes the parents/guardian, ESE teacher, a general education teacher, and a district representative) convenes to review the student's eligibility. • Evaluation Data Review: The team reviews all existing data, including the student's most recent comprehensive evaluation, cognitive assessment results, instructional progress data, and the current IEP. • Applying the Criteria: The team systematically goes through each of the eligibility criteria outlined in Rule 6A-1.0943, checklist and desktop monitoring protocol, ensuring that the evidence supports that the student has a significant cognitive disability and meets the other requirements (enrollment, need for modifications, etc.). • Exclusionary Criteria Check: The team confirms the student is not identified only as a student eligible for services for conditions like deaf or hard of hearing, visual impairment, emotional/behavioral disability, etc., which alone would not qualify a student for the FAA. • Documentation: The team documents the determination on the student's IEP, indicating participation in the Florida Alternate Assessment and specifying the type of FAA (Performance Task or Datafolio). • Parental Consent: Parental consent for the student's educational placement and assessment participation is obtained and documented. <p>The IEP serves as the primary document that specifies the student's participation in the FAA and documents the decision-making process.</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>Each year, the district advises the school sites to conduct a multi-step review process to ensure students taking the FAA comply with State Board of Education Rule 6A-6.0331 and related guidelines. This process begins with an Initial Data Review of internal reports to confirm a direct link between the students' IEP designation for Alternate Achievement Standards and their enrollment in Florida's modified Access Courses. This is followed by a comprehensive</p>

	<p>Eligibility Review of the student's file to verify that the IEP team has documented all state criteria, including a significant cognitive disability and instruction aligned to Alternate Academic Achievement Standards (AAAS). If the review or a subsequent reevaluation confirms a student is no longer eligible, their IEP is amended, and they are promptly transitioned to standard curriculum, instruction, and assessment with necessary supports provided. During the 2024-2025 SY, 140 students were removed and placed on standard curriculum.</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>The process for informing parents and families about a student's placement in the FAA and instruction using Access Points is mandatory, structured, and centered around the Annual IEP meeting. During this meeting, the IEP team must clearly document the justification for the alternate assessment and review the state's Checklist for Course and Assessment Participation to ensure the decision is based on the student's significant cognitive disability and their need for this specific modified curriculum. This information, which is provided annually or whenever a significant change occurs, ensures the parent is fully aware of the educational pathway.</p> <p>The LEA is required to thoroughly explain the key implications of choosing the FAA pathway. The two most significant consequences communicated are the nature of the student's instruction, which shifts to Access Points rather than the general education curriculum—and the resulting graduation outcome. Parents are advised that students on this path will typically receive a Standard Diploma via Access, which prevents them from enrolling in a standard state university program.</p> <p>To ensure meaningful parental participation, all information regarding the FAA and Access Points is provided in a fully accessible manner. If the parent's native language is not English, the district provides a qualified translator or interpreter at no cost during the IEP meeting.</p> <p>IEP documents and the Procedural Safeguards are translated in the parent or student's native language as required by federal and state regulations.</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 areas and consider whether these students could participate in the general statewide progress monitoring (FAST) or EOCs with necessary support and accommodations.</p>

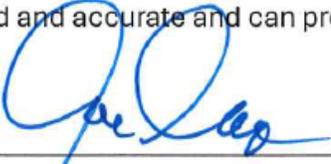
	<p>The district team that oversees the FAA administration conducts an immediate and comprehensive review of the FAA results at the beginning of each school year.</p> <p>This review specifically flags students who achieve advanced proficiency or perfect scores in one or more content areas and moves forward with the following:</p> <ul style="list-style-type: none"> • District Notification: Once a student is flagged, the District team contacts the School Site LEA (Local Educational Agency representative) to advise them of the student's advanced scores. • School Site Review: The School Site LEA must then conduct a thorough review of the student's file to identify the reason for the advanced scores and determine if a reevaluation is needed. This review includes assessing whether the student's current cognitive, academic, and adaptive functioning truly necessitates instruction on Alternate Academic Achievement Standards (Access Points). • Pathway Change: <ul style="list-style-type: none"> ○ If the review and any resulting reevaluation confirm that the student has made substantial progress and no longer meets the criteria for significant cognitive disability, the IEP team amends the IEP. ○ The student is changed to the standard curriculum and assessment pathway. ○ The student is provided with all appropriate supports and accommodations necessary to participate in the general statewide progress monitoring (FAST) or the EOCs (End-of-Course exams).
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's Action Plan (AP) ensures the validity of its Florida Alternate Assessment (FAA) student count through a three-phase system that establishes multiple layers of accountability to correct inconsistent IEP team decisions. This plan mandates annual training for School Site LEA representatives and initiates District cross-reference monitoring of the FAA eligibility list against Access Course enrollment data, requiring schools to resolve any conflicts within seven days. Oversight is maintained by District Review Team that targets students with advanced scores for mandatory file review and enforces compliance by requiring mandatory team retraining for schools failing to transition students who show substantial progress, with the entire effort monitored through biyearly error</p>

	<p>reports aimed at a sustained, year-over-year reduction in identified procedural errors.</p> <p>Action Plan</p> <p>Initial Verification Mandatory Training: All School Site LEA representatives must attend annual training and demonstrate proficiency in applying the 1% cap criteria and the FAA Checklist.</p> <p>Monitoring: At the beginning of the school year, the District team will cross-reference the final 1% eligibility list against student's actual Access Course enrollment data. Any discrepancy is flagged, and the School Site LEA must resolve the conflict with a full file review within 7 days. The number of unresolved data conflicts is tracked monthly.</p> <p>Centralized Oversight and Targeted Intervention The District will establish a review team comprised of compliance specialists, curriculum experts, and ESE administrators.</p> <p>The District team will continue to flag students who achieve advanced proficiency or perfect scores on the FAA. The School Site LEA must report the outcome of their file review to the team, detailing why the student remains on the FAA or confirming the transition to the standard curriculum and assessment.</p> <p>Addressing Challenges: Failure to transition a student making substantial progress will result in a required mandatory training session for the entire school's IEP team.</p> <p>Monitoring and Sustainability Biyearly reports distributed to all school site LEAs and administrators detailing the common errors found during the review period.</p> <p>Monitoring: The goal is to see a reduction in the 1% waiver report year-over-year.</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>Training and monitoring have increased during the past few years. These changes have been effective as noted by a slight decrease in the percentage rate in ELA from 1.6% in SY 2022-2023 to 1.5% in SY 2023-2024. During the 2024-2025 school year, we incorporated the use of the FAA self-assessment protocol to assist schools in their student review process. We have incorporated the protocol as part of our FAA review tools.</p>

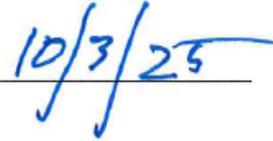
18.	<p>Describe your LEA’s AP. List your progress monitoring activity and data source that will assist in determining the effectiveness of the AP. Identify the persons responsible for monitoring the progress of the AP.</p> <table border="1" data-bbox="310 386 1414 1440"> <thead> <tr> <th data-bbox="310 386 678 506">Progress Monitoring Activity</th> <th data-bbox="678 386 1047 506">Data Source</th> <th data-bbox="1047 386 1414 506">Responsible Persons</th> </tr> </thead> <tbody> <tr> <td data-bbox="310 506 678 779">1. Discrepancy Resolution & IEP Fidelity</td> <td data-bbox="678 506 1047 779">Monthly Tracking of the number of unresolved data conflicts between the final 1% eligibility list and Access Course enrollment data (Initial Verification Monitoring).</td> <td data-bbox="1047 506 1414 779">District Team (initiates the cross-reference) School Site LEA (responsible for resolution)</td> </tr> <tr> <td data-bbox="310 779 678 1010">2. FAA Placement Validity</td> <td data-bbox="678 779 1047 1010">Annual FAA Results (specifically the number of students flagged for advanced proficiency or perfect scores on the FAA).</td> <td data-bbox="1047 779 1414 1010">District Team (flags students) School Site LEA (conducts file review and reports outcome)</td> </tr> <tr> <td data-bbox="310 1010 678 1241">3. Procedural Compliance & Error Reduction</td> <td data-bbox="678 1010 1047 1241">Biyearly Reports detailing the common errors found during the review period (Monitoring and Sustainability section).</td> <td data-bbox="1047 1010 1414 1241">District Team (creates and distributes reports) School Site LEA and Administrators (receive and implement changes)</td> </tr> <tr> <td data-bbox="310 1241 678 1440">4. Long-Term Compliance</td> <td data-bbox="678 1241 1047 1440">Annual 1% Waiver Report data (the overall number of students taking the FAA).</td> <td data-bbox="1047 1241 1414 1440">District Team / ESE Administrators (responsible for monitoring the overall reduction goal).</td> </tr> </tbody> </table>	Progress Monitoring Activity	Data Source	Responsible Persons	1. Discrepancy Resolution & IEP Fidelity	Monthly Tracking of the number of unresolved data conflicts between the final 1% eligibility list and Access Course enrollment data (Initial Verification Monitoring).	District Team (initiates the cross-reference) School Site LEA (responsible for resolution)	2. FAA Placement Validity	Annual FAA Results (specifically the number of students flagged for advanced proficiency or perfect scores on the FAA).	District Team (flags students) School Site LEA (conducts file review and reports outcome)	3. Procedural Compliance & Error Reduction	Biyearly Reports detailing the common errors found during the review period (Monitoring and Sustainability section).	District Team (creates and distributes reports) School Site LEA and Administrators (receive and implement changes)	4. Long-Term Compliance	Annual 1% Waiver Report data (the overall number of students taking the FAA).	District Team / ESE Administrators (responsible for monitoring the overall reduction goal).
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19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <ul style="list-style-type: none"> • Staffing Specialist Academy 2.0 - Changes to ESE Electronic Management System (EMS) for FAA guidelines - 8/12/25 • Quarterly LEA Trainings - District School Site LEAs Training on State guidelines outlined in the Checklist for Course and Assessment Participation and in Rule 6A-1.0943. - 1st qtr.10/29/25 • FAA Trainings– The district will train teachers who will administer the FAA. The training also consists of review of guidelines outlined in Rule 6A-1.0943. 8/27/25, 9/9/25, 10/21/25, 11/20/25, 1/28/26 and 2/24/26 															

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>There are no further actions to be taken at this time.</p>
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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



Date



Signature of Exceptional Student Education Director



Date



Signature of Director of Data



Date