

Florida Department of Education

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

LEA: Monroe

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

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| 1. | <p>How has your LEA reviewed the data for assessment participation to make informed decisions for implementation?</p> <p>In addition to analyzing historical trends, we cross-reference IEP data, collaborate with school-based ESE teams, and issue professional learning and guidance accordingly (as noted 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: 1.6% Math: 1.6% Science: 1.1%</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: 1.6% Math: 1.6% Science: 1.7%</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: 98.4% Math: 98.4% Science: 98.9%</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: 98.4% Math: 98.4% Science: 98.3%</p> |

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| 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>Monroe County School District is located in the very isolated Florida Keys. We have several military bases and a significant migrant population. Our Compliance Specialist on the 24-25 SY did an internal monitoring report and made many corrections.</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): 62 Autism Spectrum Disorder (ASD): 42 Traumatic Brain Injury (TBI): 0 Other Health Impairment (OHI): 1</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>Monroe County School District has identified one school to complete a review of all alternate assessment students. Compared to the other schools, this one school appears to have slightly more students on alternate assessment, therefore we are conducting a full review.</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>According to the 2025 Monroe LEA Profile, Indicators 9 & 10, the school district has no areas of over representation.</p> |

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| <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>Monroe County met the 95% participation threshold in all areas except for Social Studies, where students with disabilities participated at a rate of 93.8%. A review of IEP data and assessment records indicates that this shortfall was primarily due to student absences and a relatively small sample size.</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 IEP team consistently collaborates and reviews the Checklist for Course and Assessment Participation at every annual IEP meeting. The District ESE Coordinator is contacted to review any guidelines and criteria that the team may have questions about.</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 process is followed based on Rule 6A-1.0943 where our Pupil Progression is followed, the IEP team reviews all data, including the psychological evaluation and determines eligibility and which FSAA (FAA) component is appropriate based on the student’s need with the key component including that the student requires modification the general education content, and demonstrates a need for alternative standards.</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>Based on state guidelines we have removed students from participating in the Access Points curriculum. After district review, all school-based LEA’s reviewed lists of students on Access Points Curriculum, reevaluations were conducted and are still being conducted to determine if the students in question do meet the criteria to continue Access Points (specifically the 67 IQ criteria). The district administration team has met with LEA’s and school psychologists to review guidelines, discuss students individually and to review the Checklist for Course and Assessment Participation. District ESE Coordinator has collaborated with the Access Project, along with Project 10, CARD, and FIN for LRE on students' district wide. We have removed 6 district wide We are reevaluating to determine continued eligibility – 5 in process</p> |

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| <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>Starting with the initial eligibility meeting, and each year annually, the IEP team meets, reviews, and discusses eligibility criteria for assessment based on access points and the student must meet the criteria under state board rule 6A-1.0943 (we use the PEER system for IEPs). After the qualifying questions are reviewed with the team, and participation in the statewide standardized assessment program is discussed, it is shared what areas the students will be assessed in that year, the participation guidelines are reviewed to support the team’s decision making process and shares verbally and in writing on the IEP that Florida statewide, standardized alternate assessment —Performance Task: Upon consideration of the guiding questions, the IEP team determined the Performance Task is appropriate for this student because it is aligned with the student’s instruction in the alternate academic achievement standards access points curriculum and enables the student to demonstrate mastery of the standards at various levels of complexity. The parent signs a form that states they agree and allow the continuation of Access Points. Interpreters are in meeting to translate, and all documents that PEER generates in Native languages are sent home with the parent. This is completed annually.</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 supports and accommodations.</p> <p>IEP teams review assessment data for students who scored at advanced levels on the FAA to determine if they can participate in general statewide assessments (FAST or EOCs). The team considers whether appropriate accommodations could support the student’s success on grade-level assessments. Decisions will be documented in the IEP and made collaboratively with families, based on performance data and eligibility criteria. This process has led to several students being removed from ACCESS points.</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>To ensure the accuracy and validity of the number of students participating in the Florida Alternate Assessment (FAA), the Monroe County School District has developed an internal process that emphasizes early identification,</p> |

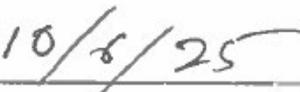
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| | <p>documentation, monitoring, and accountability. · Staffing specialists, school psychologists, and ESE coordinators review each student’s eligibility for Access Points instruction and FAA participation during the IEP meeting. · Documentation is verified against the student’s current evaluation data, progress monitoring, and evidence of significant cognitive disability. · District ESE Coordinator cross-checks IEP documentation, cognitive and adaptive scores, and instructional placement decisions to ensure alignment with FAA criteria. · Annual training is provided for Staffing Specialists & School Psychologists and 1:1 on the criteria for Access Points and FAA participation. · Corrective Action Plans: If discrepancies or over-identification patterns are noted through PEER monitoring and internal desktop monitoring, the ESE Coordinator works directly with the school to develop a corrective plan, including retraining staff or reviewing eligibility determinations.</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>Improvement activities that were successful – desktop monitoring, reviewing IEPs for compliance, review of psychological evaluation and documentation, meeting with teams throughout the year, meeting 1:1 with individuals to train and review criteria. These were effective strategies, our next step is to review the results of the reevaluations to determine if eligibility criteria are continuing or if students will be removed from Access points, then putting a system in place for what that will look like for the students effected and making sure we are meeting student needs in the least restricted environment with the needed supports in place. Our district collaborated with LRP, Project Access, multiple on site training with FDLRS, and assistance with curriculum.</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>We are doing in-house progress monitoring through the PEER system, identifying students on Access Points then reviewing the criteria. The ESE coordinator in charge of compliance is responsible for this.</p> |
| <p>19.</p> | <p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Developing Training for IEP - FDLRS What’s New for Staffing Specialists – ISRD How to Use Accommodations – FDLRS Working with Students in the Least Restricted Environment for Paras and Teachers – FIN Deferment – Project 10 NEW LEA Training – ESE Coordinator Matrix Training - BEESS ESE 101 - ESE administrative Staff FAA Test Administration</p> |

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| 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>Monroe County plans to provide targeted and specific professional development to the one school that appears to have slightly more alternative assessment students as mentioned in question #8. All staff will additionally be provided with guidance at team meetings regarding the importance and compliance factors associated with alternate assessment designation</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.



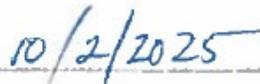
 Signature of Superintendent



 Date



 Signature of Exceptional Student Education Director



 Date



 Signature of Director of Data



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