

Florida Department of Education

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

LEA: OSCEOLA

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 School District of Osceola County, FL has an FAA Task Force that reviews data in conjunction with the Checklist for Course and Assessment Participation provided by FLDOE. For submission to the Task Force that are missing components, feedback and support is provided to the school and student.</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: 1.2 Math: 1.3 Science: 1.2</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: 0.9 Math: 1.0 Science: 1.0</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 Math: 98</p>

	Science: 98
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 Math: 98 Science: 98</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>Osceola is experiencing a significant amount of land development. While this may not draw students with significant cognitive disabilities specifically, some areas being developed are in closer proximity to Nemours Hospital and “Medical City” with lower housing costs than Orange County, which could bring more students with significant cognitive disabilities to the area.</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): 49.6 Autism Spectrum Disorder (ASD): 43.5 Traumatic Brain Injury (TBI): 0 Other Health Impairment (OHI): 0</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>Rates of students attending school in the St. Cloud and Poinciana regions of Osceola were found to be higher than other areas of the school district. However, these are also areas of higher land development within the county. Some of the more central regions of the school district have populations that are “aging out”, meaning that they remain in their neighborhoods and no longer have school-age children.</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,</p>

	<p>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>There is not one area that would be considered disproportionate, but males were identified at a higher rate than the state average. In order to prevent this from becoming an area of disproportionality, the FAA Task Force will closely monitor this area as student are requested for a review of the data to support participation in FAA.</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>The Research and Evaluation Department monitors participation during each progress monitoring and FAA assessment testing window. Updates are provided regularly to school administrators and principal supervisors during the window to ensure that the schools can meet the 95% participation rate.</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 “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>Each school is assigned a resource compliance specialist to oversee compliance with IDEA and any federal guidelines. The resource compliance specialist provides the FAA Task Force data in conjunction with the Checklist for Course and Assessment Participation from FLDOE prior to convening the IEP team and considering instruction via Access Points and FAA.</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>The School District of Osceola County, FL has an FAA Task Force that reviews data in conjunction with the Checklist for Course and Assessment Participation provided by FLDOE prior to convening the IEP team and considering instruction via Access Points and FAA. The Task Force consists of district-level members to include a school psychologist, compliance specialist, instructional specialist, and therapist. The Task Force meets twice monthly but will meet more frequently</p>

	<p>if needed. After review, if the data submitted to the Task Force that are missing components, feedback and support is provided to the school and student to ensure that the student truly meets the criteria of being significantly cognitively impaired.</p> <p>For students that are transferring from other districts or out-of-state with an indication of modified instruction, staff from the school contact the previous district to verify previous placement and instruction on modified standards.</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>During the 2024-25 school year, three students were removed from participating in the FAA. All three were students previously found eligible but participated in a re-evaluation that included IQ testing. The students' full-scale IQs were found to be higher than the threshold for participation on FAA. This discussion occurred through the convening of the IEP team, and additional supports were put in place to assist the students in transitioning from FAA to FAST, such as more intensive support facilitation and Learning Strategies courses.</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>If an IEP team is considering instruction in Access Points or participation in FAA, the resource compliance specialist will ensure that parents are informed about what this means, implications for instruction, and how the student will participate in FAA. Additionally, post-secondary implications are provided. If the student is to be found eligible to take the FAA and receive instruction via Access Points, this information is reviewed and consent for continuation obtained at the student's annual review. Translation of the IEP meeting is done via school staff proficient in the language or using an interpretation service. Written translation is available at the request of the family.</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 progress monitoring (FAST) or EOCs with necessary supports and accommodations.</p>

	<p>The IEP team will take the following steps for students currently on FAA that demonstrate advanced proficiency or a perfect score:</p> <ul style="list-style-type: none"> • Analyze longitudinal data from FAA Performance Tasks or Datafolio submissions. • Consider whether the student has demonstrated consistent mastery at the highest level of complexity across multiple years. • Evaluate whether the student’s performance suggests they might benefit from instruction aligned to general education standards rather than Access Points. • If so, consider accommodations that may be necessary to support, such as: <ul style="list-style-type: none"> ○ Text-to-speech ○ Speech-to-text ○ Braille or tactile materials ○ Large print or one-item-per-page formats ○ Computer-based or paper-based options, depending on daily instructional access • After transitioning, the IEP team will: <ul style="list-style-type: none"> ○ Monitor student progress on general standards. ○ Reassess annually to ensure the assessment method remains appropriate. ○ Adjust supports as needed to promote success.
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>Prior to Survey 2 each school year, student schedules and IEPs are reviewed by school and district staff to ensure the students that have been identified as receiving instruction on Access Points and/or taking the FAA are the only ones scheduled. This is done at prescheduled times with identified school staff, including the resource compliance specialist, student records clerk, and school principal.</p> <p>In March of each school year, this is again reviewed as the district prepares to support schools with the inclusive scheduling process for the following school year. Reviews are conducted by district-level staff before the scheduled inclusive scheduling session with the school team, that includes the resource compliance specialist, ESE teachers, and school administration.</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>During the 2024-25 school year, reviews of placement and FAA status were reviewed across all schools. This was done in preparation for increasing inclusive practices and creating separate class settings at identified schools rather than all schools. During this process, schools identified to have a separate class setting for students instructed on Access Points in the 2025-26 school year were further trained on the criteria needed to qualify.</p> <p>Having the FAA Task Force at the district level and trained school staff will allow the LEA to increase the effectiveness of the monitoring and ensuring only the students with the most significant cognitive disabilities receive instruction via Access Points and take the FAA.</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>The School District will take the following measures to ensure that only those with the most significant cognitive disabilities are placed on instruction via Access Points and FAA:</p> <ul style="list-style-type: none"> • Monitor monthly the number of student IEPs that indicate FAA and/or instruction via Access Points (via PEER and FOCUS) to ensure accuracy of reporting. • Review quarterly the number of students that were reviewed by the FAA Task Force by school to identify trends that may require additional training or support. • Report any trends needing to be addressed to school leadership and principal supervisors. • Provide schools with a list of students on FAA and instruction via Access Points that are due for reevaluation. Review this list with schools to help identify any students that stand out as potential students needing removal from Access Points standards based on performance trends.
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>The following professional learning opportunities will be offered to staff:</p> <ul style="list-style-type: none"> • Resource Compliance Specialist Bootcamp (For New RCS's) • Navigating IEPs and 504 Plans: Your Roadmap to Excellence • ESE Laws and Language

	<ul style="list-style-type: none"> • Differentiation in Action: Take-and-Go Materials for Scaffolding All Learners • Data-Driven Instruction: Using Goalbook and eduCLIMBER for Targeted Student Support • Matrix Training • Disability Awareness • Deep Diving IEPs • Building Bridges: Cultivating a Culture of Inclusion • Classroom Strategies to Teach Diverse Learners • ACCESS Point Elementary: Alternate Academic Achievement Standards (AP-AAAS) • enCORE 101 for Elementary Teachers Who Teach ACCESS Points • ACCESS Point Secondary: Alternate Academic Achievement Standards (AA-AAAS) • Unique Learning Systems (ULS) for ACCESS Classrooms
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>Most students instructed via Access Points receive their instruction within a separate class setting. By having these classrooms at identified schools and placement into the classrooms being overseen by the ESE Department at the school district level, it will allow more support and guidance in Access Points and FAA consideration to be provided.</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.

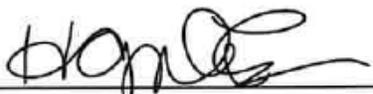


Mark Shanoff (Sep 29, 2025 15:31:14 EDT)

Signature of Superintendent

Sep 29, 2025

Date



Signature of Exceptional Student Education Director

9/29/25

Date



Signature of Director of Data

9/30/25

Date