

Florida Department of Education

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

LEA: Seminole County Public 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><i>Student Support Services (SSS) Administrators review Florida Alternative Assessment (FAA) participation annually through our district level 1% self-assessment and FLDOE 1% Data Discussions. Additionally, Seminole County Public Schools has established a collaborative process in which Student Support Services (SSS) Administrators and School Staffing Resource Specialists (SSRS) work closely with IEP teams to review assessment participation data. This review ensures that students identified for the Florida Alternate Assessment (FAA) continue to meet the eligibility criteria. By analyzing current performance data and monitoring progress over time, the district is able to make informed decisions regarding assessment participation and ensure alignment with state guidelines and best practices.</i></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: 1.1% Math: 1.3% Science: 1.1%</p>
3.	<p>What is your LEA's projection for the percentage of students participating in the FAA in the 2025-26 SY in each of the following subjects?</p> <p>ELA: .8% Math: .8% Science: .9%</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: 99% Math: 98% Science: 98%</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 2025-26 SY in each of the following subjects?</p> <p>ELA: 99.2% Math: 99.2% Science: 99.1%</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><i>Seminole County hosts multiple group homes that serve students with the most significant cognitive disabilities, many of whom also have complex medical needs. These specialized residential settings contribute to a higher concentration of eligible students, which may impact the district’s alternate assessment (FAA) participation rate exceeding 1%.</i></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): 43% Autism Spectrum Disorder (ASD): 45% Traumatic Brain Injury (TBI): 0% Other Health Impairment (OHI): 11% Hospital Homebound: 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><i>After reviewing assessment participation data for students with the most significant cognitive disabilities, Seminole County Public Schools identified several patterns. As expected, the district’s separate day school and Hospital Homebound program had higher rates of participation in the Florida Alternate Assessment (FAA). However, Eastbrook Elementary stood out</i></p>

	<p><i>among traditional school sites, with a notably higher percentage of students assessed only in FAA: 4% in ELA, 4.1% in Math, and 4.4% in Science.</i></p> <p><i>Additionally, Spring Lake Elementary (5.2%) and Pine Crest Elementary (3.5%) showed elevated participation rates in Science. Oviedo High School also had a higher-than-typical percentage of students participating in FAA for ELA (3%). These patterns suggest that certain schools may have clusters of students with significant cognitive disabilities, which warrants further review to ensure consistent application of eligibility criteria and equitable access to appropriate assessments across the district.</i></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><i>Seminole County Public Schools reviewed participation data for the Florida Alternate Assessment (FAA) and identified areas of potential disproportionate representation among student subgroups. Of the 332 students who participated in FAA last year, 113 were White, 77 were Black, and 114 were Hispanic. Participation was notably higher among male students (225) compared to female students (104), and a significant majority (250) were identified as eligible for free or reduced-price lunch.</i></p> <p><i>These findings suggest possible disproportionality in assessment participation among certain subgroups, particularly male and economically disadvantaged students. To address this, the district will continue its practice of reviewing each student currently participating in or being considered for alternative assessment. This review includes a thorough evaluation of eligibility criteria, assessment data, and placement decisions to ensure equitable access to appropriate assessments. Seminole will also explore professional development opportunities and data analysis strategies to identify root causes and reduce the impact of any disproportionate representation moving forward.</i></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><i>Seminole County Public Schools has consistently met the 95% participation requirement across all assessments, including students with disabilities. For the 2024–25 school year, the district achieved a 98% participation rate. To address the root cause of exceeding the 1% threshold for students participating in the Florida Alternate Assessment (FAA), the district is reviewing IEP data and identification practices. This includes:</i></p> <ul style="list-style-type: none"> <i>• Collaborating with Assessment & Accountability to ensure accurate reporting.</i> <i>• Conducting quarterly reviews of FAA participation.</i> <i>• Evaluating transfer student eligibility through IEP team reviews and reevaluations when needed.</i> <p><i>These efforts aim to maintain high participation rates while ensuring appropriate identification for alternate assessments.</i></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><i>SCPS currently utilizes PEER and the Checklist for Course and Assessment Participation during the IEP team meeting when making determination to participate in FAA and the data is reviewed by district SSS Administrators.</i></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><i>During the IEP team meeting, the team reviews the eligibility criteria outlined in the Checklist for Course and Assessment participation to ensure the student has met the eligibility criteria.</i></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><i>During the 2024–2025 school year, Seminole County Public Schools removed three students from participation in the Florida Alternate Assessment (FAA). These decisions were made through the formal reevaluation process, in accordance with state guidelines.</i></p>

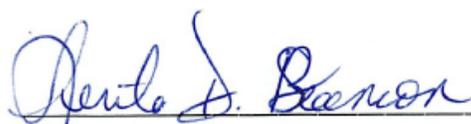
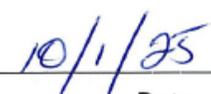
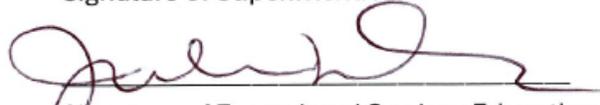
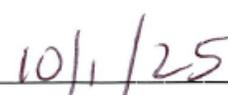
	<p><i>As part of this process, IEP teams reviewed each student’s updated data and applied the FAA eligibility checklist to determine continued appropriateness. When a student no longer met the criteria, the team recommended removal from FAA participation and updated the IEP accordingly. This approach ensures that assessment decisions remain data-driven, individualized, and aligned with both state requirements and best practices.</i></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><i>Parents are informed about instruction using Access Points—Alternative Academic Achievement Standards through the IEP meeting notice. During the IEP team meeting, the team discusses the Present Level of Performance (PLOP) and reviews the FAA eligibility checklist to determine whether the student qualifies for instruction aligned with Access Points. Prior to the parent signing permission, the team reviews the long-term implications of Access Points Instruction as it may impact future educational and postsecondary opportunities to ensure the parents/student understand.</i></p> <p><i>Translation services are provided annually during the IEP meeting to ensure parents can fully participate in the discussion and decision-making process.</i></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><i>Seminole County Public Schools will implement a structured process for IEP teams to review student assessment data following each testing window. For students demonstrating advanced proficiency or perfect scores in one or more content areas, teams will evaluate whether continued participation in alternative assessments remains appropriate. This review will include consideration of the student’s ability to access the general statewide progress monitoring (FAST) or End-of-Course (EOC) assessments with necessary supports and accommodations.</i></p> <p><i>Additionally, IEP teams will examine the student’s current schedule and placement to ensure alignment with the Least Restrictive Environment (LRE). This comprehensive review process is designed to promote high expectations and</i></p>

	<p>ensure that students are provided access to rigorous instruction and assessments whenever appropriate.</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><i>The Student Support Services (SSS) Administrator along with the Student Staffing Resource Specialists (SSRS) are reviewing students at each school identified as taking the alternate assessment to ensure state guidelines have been met.</i></p> <ol style="list-style-type: none"> <i>1. Student Support Services (SSS) Administrator who oversees FAA runs a district query identifying students taking alternate assessment and compares it with the PEER administrative reports to ensure accuracy of reporting.</i> <i>2. The verified list is then provided to the Student Support Services (SSS) Administrator and Student Staffing Resource Specialists (SSRS) supporting each school to review and confirm validity of the number of students taking the alternate assessment.</i> <i>3. This will be completed and monitored quarterly to ensure continued validity of the number of students taking the alternate assessment.</i> <p><i>The district has identified that both in-state and out-of-state transfers have unduly increased the number of students taking the alternate assessment. To ensure validity of these students, the district will do the following.</i></p> <ol style="list-style-type: none"> <i>1. The Student Support Services (SSS) Administrator along with the Student Staffing Resource Specialist (SSRS) and IEP team will review all transfer students to ensure state guidelines have been met.</i> <i>2. If the IEP team is unable to determine that state guidelines have been met, the team will propose a reevaluation to include the necessary assessment required to assist in making this determination.</i> <i>3. This will be completed and monitored quarterly to ensure continued validity of the number of students taking the alternate assessment.</i>
<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><i>During the 2024–25 school year, Seminole County Public Schools implemented targeted improvement activities focused on ensuring appropriate student placement in alternative assessments. Student Support Services (SSS) administrators collaborated closely with School Staffing Resource Specialists (SSRS) and school-based teams to conduct thorough reviews of critical data prior to making decisions about alternative assessment eligibility. This enhanced level of oversight and support helped</i></p>

	<p>ensure that students met the established eligibility criteria. As a result, the district successfully reduced the number of students participating in alternative assessments.</p> <p><i>This initiative has proven effective in promoting more accurate and equitable assessment practices. Moving forward, the district plans to continue refining this process by providing ongoing professional development and data review protocols to further support informed decision-making.</i></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><i>The district’s Action Plan (AP) focuses on ensuring the validity and accuracy of students identified as participating in the alternate assessment. The plan includes systematic review, verification, and monitoring processes led by designated personnel.</i></p> <p><i>Progress Monitoring Activities and Data Sources:</i></p> <ul style="list-style-type: none"> • <i>Quarterly Reviews:</i> <i>The Student Support Services Administrator (SSSA) runs a district query and compares it with PEER administrative reports to verify student participation.</i> • <i>School-Level Validation:</i> <i>Verified lists are reviewed by Student Staffing Resource Specialists (SSRS) and school teams to confirm eligibility.</i> • <i>Transfer Student Oversight:</i> <i>The SSSA, SSRS, and IEP teams review all in-state and out-of-state transfers. If eligibility is unclear, a reevaluation is proposed.</i> • <i>Ongoing Monitoring:</i> <i>The percentage of students identified for alternate assessment is tracked quarterly to ensure continued compliance.</i> <p><i>Responsible Personnel:</i></p> <ul style="list-style-type: none"> • <i>SSS Administrator</i> – Oversees implementation and data monitoring. • <i>SSRS</i> – Supports school-level reviews. • <i>IEP Teams</i> – Evaluate transfer student eligibility.
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p><i>For the 2025–26 school year, Seminole County Public Schools will provide targeted professional learning for Student Support Services Administrators, School Staffing Resource Specialists (SSRS), school-based administrators,</i></p>

	<p>school counselors, and ESE teachers. Training will focus on the eligibility criteria for Alternative Assessment and Access Points, ensuring consistent understanding and application across all schools.</p> <p>Additionally, staff will be trained on the district's updated process for reviewing student data after each assessment period. This process supports informed decision-making regarding continued participation in alternative assessments and ensures alignment with the Least Restrictive Environment (LRE). These professional learning opportunities are designed to strengthen compliance, promote equity, and support high-quality educational outcomes for students with disabilities.</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>To support the reduction of the percentage of students participating in the Florida Alternate Assessment (FAA), Seminole County Public Schools plans to implement several additional actions:</p> <p>Equity Analysis: <i>The district will continue to analyze subgroup data to identify and address any patterns of disproportionate representation, ensuring that assessment decisions are equitable and based on individual student needs.</i></p> <p>Parent and Staff Engagement: <i>Seminole will increase efforts to engage families and staff in discussions about assessment options, eligibility, and supports to promote transparency and shared decision-making.</i></p> <p>Collaboration with FIN: <i>The district works with FIN (formally Florida Inclusion Network) to ensure best practices are followed in determining eligibility and supporting inclusive decision-making.</i></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.

 _____ Signature of Superintendent	 _____ Date
 _____ Signature of Exceptional Student Education Director	 _____ Date
 _____ Signature of Director of Data	 _____ Date