

Florida Department of Education

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

LEA: Saint Lucie 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.	How has your LEA reviewed the data for assessment participation to make informed decisions for implementation? St. Lucie utilized data from the Know Your School District Report Card, as well district disaggregated data specific to students, and staff input, to make decisions on how St. Lucie schools will maintain the number of students participating in alternate assessment below the state threshold of 1%.
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: .06% of SWD Math: .06% of SWD Science: .02% of SWD
3.	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? ELA: .06% of SWD Math: .06% of SWD Science: .02% of SWD
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: 98.6% Math: 98.3%

	Science: 97.5%
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: 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). St. Lucie County Schools has experienced an overall increase in student enrollment, due to the significant growth in population within the area. As a result, the number of students with disabilities has increased from 2024 to September of 2025.</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% Autism Spectrum Disorder (ASD): 48% 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>Together, InD and ASD account for 97% of all FAA participants. This indicates a strong correlation between placement in InD/ASD specialized programs and FAA participation. There are certain schools throughout the district that serve as cluster sites for students with InD or ASD. These cluster sites have traditionally higher FAA participation rates.</p>

9.

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.

St. Lucie Public Schools is aware of the disproportionate representation of students in some the identified subgroups and their participation in FAA. As part of the root cause analysis the district has reviewed how decisions are made regarding FAA eligibility to ensure that they are applied consistently and equitably.

Professional Development

- Provide training for IEP teams on the appropriate use of alternate assessments, including:
- FAA eligibility criteria,

.Review.of.IEP.Team.Practices

- Monitor IEP meetings to ensure that participation decisions are individualized and based on documented evidence,
- Require documentation of justification for FAA participation that aligns with FDOE guidelines.

.Community.and.Family.Engagement

- Engage families, particularly in overrepresented subgroups, to ensure they are informed and meaningfully involved in IEP and FAA participation decisions.

Monitoring

- Conduct monitoring of FAA participation by subgroup.
- Support schools to develop plans to reduce the number of students in overrepresented subgroups.

<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. Based on 2024-25 data, St. Lucie’s percentage of student participation in all assessments is greater than 95% in every subgroup, and the participation in Florida Alternate Assessment is below the 1% threshold. Since 2023, the district has implemented processes and procedures to ensure the number of students participating in FAA is not over 1%. The most impactful portion of our process is that each school is required to invite a District ESE Program Specialist to all meetings where placement on Access Point Curriculum and Florida Alternate Assessment will be determined. This district participation allows for a thorough review of student evaluations, success towards IEP goals, trend assessment and classroom data, and conversation regarding the student’s success in the general education curriculum, before considering alternate standards.</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 Checklist for Course and Assessment Participation criteria is embedded within each IEP through the PEER system. The IEP team discusses each eligibility requirement, as well as exclusionary factors, to decide whether the student is eligible for Florida Alternate Assessment. If any criteria response is “no”, the student does not meet eligibility for the Florida Alternate Assessment.</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> <ol style="list-style-type: none"> 1. The student must receive ESE Services identified through an IEP and be enrolled in appropriately aligned courses using alternate achievement standards for two consecutive FTE periods, before they are eligible for FAA. [Evidence: The student’s course schedule, IEP, and testing designation.] 2. All allowable instructional accommodation should be exhausted, and the student requires a modified general education curriculum. [Evidence: Review of the IEP to discuss current learning and testing accommodations, and student progress with the accommodations.] 3. Review of supplemental instructional materials tried prior to consideration. [Evidence: Information on the types of supplementary instructional materials provided and the student’s progress with those materials.]

	<p>4. Review of both low and high assistive technology used by the student. [Evidence: Types of Assistive Technology used by the student and the student’s response to curriculum using these materials.]</p> <p>5. Review formal evaluation data used to measure the student’s level of cognitive function. [Evidence: Data from the formal evaluation instruments used to assess the student.]</p> <p>6. The team must determine that the student has a most significant cognitive disability that impacts multiple areas of functionality across multiple settings. [Evidence: Formal Assessments data that shows a significant below average full-scale score of 67 or below.]</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. At the initial change of the board rule to signify that students must have a full-scale IQ of 67 or below in addition to the other criteria, the school district had several students who were removed from alternate assessment, because they no longer qualified. Since that time, the criteria for eligibility for Access Points and administration of the Florida Alternate Assessment are reviewed at all annual IEP meetings. If a student no longer meets the criteria in one or more of the critical areas, the student will be removed from the alternate standards and assessment; however, there have been few instances of removal, as the processes are followed to identify only the most significantly impaired students.</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>FLDOE form 313181 for Rule 6A-6.0331 is explained and discussed, as part of the IEP process. The parent then signs to give consent for the provision of instruction in the AP-AAAS and administration of the Florida Alternate Assessment. Forms are provided in the parent or student’s native language, as needed, using the printable forms found on the FLDOE website. The information is provided at each Annual IEP meeting.</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>

The LEA is committed to ensuring that all students, including those participating in the Florida Standards Alternate Assessment (FAA), are assessed in the least restrictive and most appropriate manner. When a student demonstrates advanced proficiency or perfect scores in one or more content areas on the FAA, this serves as a critical indicator that the IEP team must closely review to determine if continued participation in the alternate assessment remains appropriate.

IEP teams will:

- Analyze FAA performance data to identify students achieving advanced or perfect scores.
- Review progress monitoring results, classroom performance, formative assessments, and instructional data to gain a comprehensive view of the student's academic functioning.
- Consider the student's rate of progress and whether the level of achievement indicates that the student may benefit from participation in the general education curriculum and assessments.

Re-evaluation of FAA Eligibility

- If evidence suggests that a student is performing above the level expected for those who meet FAA eligibility criteria, the IEP team will re-evaluate the student's continued eligibility for the alternate assessment.
- IEP teams will revisit the established criteria for FAA participation, ensuring that all prongs of eligibility are still met.
- The team will consider whether the student's needs can be appropriately supported within the general assessment system using accommodations.

Consideration of General Assessments (FAST/EOCs)

- Discuss transitioning the student to the general statewide progress monitoring system (FAST) or End-of-Course (EOC) exams in applicable subjects.
- Determine the necessary accommodations and supports to ensure the student can meaningfully participate in general assessments (e.g., extended time, small group setting, assistive technology).
- Ensure that any transition is reflected in the IEP and is aligned with the student's present levels of academic achievement and functional performance.

.Documentation and Parent Communication

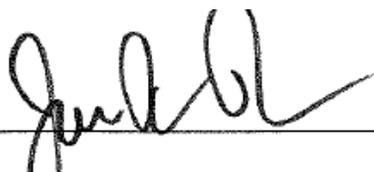
The IEP team will document:

	<ul style="list-style-type: none"> • The data reviewed, • The rationale for assessment decisions, • Any changes to the student’s assessment participation status. • Parents/guardians will be fully informed and involved in the decision-making process, including receiving explanations of the implications of transitioning to general assessments. <p>.Monitoring and Follow-Up</p> <ul style="list-style-type: none"> • For students who transition to the general assessment system, the IEP team will closely monitor academic progress and adjust services and accommodations as needed. • Continued data review will occur annually to ensure that assessment decisions remain appropriate.
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> <ol style="list-style-type: none"> 1. Provide Professional Learning for ESE Teachers, District Program Specialists, ESE school-based specialists, and Psychologists on Florida Alternate Assessment requirements (Monitored by review of participation sign-in sheets to assure everyone is trained) 2. The district will implement a case review process for students being considered for Access Points and Florida Alternate Assessment. The review will review student records and data to ensure proper interventions and accommodations have been exhausted prior to the consideration of Access Points or Florida Alternate Assessment. (Monitored by the District Program Specialist (DPS), who will attend the review. The DPS will report findings to the Dir. Of ESE) 3. The ESE Department will work collaboratively with the Assessment and Accountability Department to track the number of students participating in FAA, as well as, reviewing subgroup disparities. (Monitored by Dir. Of ESE)
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>St. Lucie requires a district Program Specialist to attend the IEP meetings of students being initially considered for participation in Access Points and Alternate Assessment. This process has allowed direct district oversight in the</p>

	<p>eligibility process, as well as the opportunity to provide professional learning related to Florida Alternate Assessment.</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. (Please see # 16 for Action Plan Items)</p> <ol style="list-style-type: none"> 1. Sign in sheets from Professional Learning to ensure all stakeholders have been trained 2. Monthly review of student considerations for FAA during DPS meetings. DPS and Dir. Of ESE will also review data from subgroups to 3. Assessment and Accountability will provide disaggregated data of the number of students tested, as well as percentages of students participating in FAA (by subgroups). The ESE Department will adjust the action plan as need, based on the data received.
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Goals for Professional Learning</p> <ol style="list-style-type: none"> 1. Ensure all IEP team members understand the eligibility criteria and rigorous decision-making requirements for alternate assessment participation. 2. Build teacher skill in collecting, documenting, and presenting student evidence aligned to access points and levels of assistance (for Datafolio) or performance tasks. 3. Promote fidelity in assessment administration, scoring, and documentation. 4. Enable ongoing reflection, peer review, and continuous improvement in alternate assessment practices. 5. Strengthen monitoring and corrective actions where inconsistencies occur. <p>Audience: ESE Teachers, ESE school-based specialists, school psychologists, IEP Team members</p> <ul style="list-style-type: none"> • Overview of Florida’s alternate assessment system (FAA/FSAA) and rule 6A-1.09430 (new requirements) Florida Administrative Code • Deep dive on access points, levels of assistance, and decision rules for Data Folio vs Performance Task • Guidance on documentation strategies (e.g. artifact selection, progress data) • Ethical considerations and “guardrails” to prevent over-identification

	<ul style="list-style-type: none"> Using data to support alternate assessment decisions: What data qualifies? <p>Format/Activities:</p> <ul style="list-style-type: none"> ½ Day Professional Learning facilitated by district staff Breakout sessions by grade band Case-study work (review example student files) <p>Audience: New ESE Teachers</p> <ul style="list-style-type: none"> Alternate Assessment 101 <p>Format/Activities:</p> <ul style="list-style-type: none"> 2-hour virtual session
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>St. Lucie Public Schools will implement a plan to provide ongoing monitoring and support district-wide to ensure the reduction in percentages of students participating in the FAA.</p> <ul style="list-style-type: none"> Quality Checks on IEPs / Eligibility Decisions: Sample a percentage (e.g. 10–20 %) of alternate assessment eligibility decisions and associated documentation across schools, monthly or quarterly, to look for inconsistencies. Targeted Intervention: Identify schools or staff with recurring errors or misunderstandings and provide one-on-one coaching, modeling, or site visits. Annual Review & Revision: At end-of-year, analyze trends and refine professional learning plan for subsequent years.

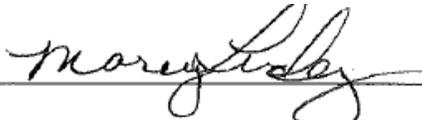
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



 Signature of Superintendent

10/1/25

 Date



Signature of Exceptional Student Education
Director

10/1/25

Date



Signature of Director of Data

10.1.2025

Date