

**Florida Department of Education**

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

**LEA: Hernando County**

**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>In accordance with the Every Student Succeeds Act (ESSA), Section 1111(b)(2)(D), which requires that no more than 1.0% of the total student population in a state participate in alternate assessments, our LEA has implemented a systematic process to review participation data and ensure compliance with both federal and state expectations. The Florida Department of Education (FLDOE) reinforces this requirement through its monitoring and justification procedures for districts exceeding the 1.0% threshold.</p> <p><b>1. Data Verification and Analysis</b></p> <ul style="list-style-type: none"><li>○ Our LEA annually reviews assessment participation data disaggregated by school, grade level, disability category, and subgroup to identify trends, patterns, or irregularities.</li><li>○ Participation data is cross-verified with IEP documentation to ensure that students counted for the Florida Standards Alternate Assessment (FSAA) meet the state’s eligibility criteria.</li><li>○ Year-over-year comparisons are conducted to track shifts in participation and identify schools approaching the 1.0% cap.</li></ul> <p><b>2. IEP Team Decision-Making Review</b></p> <ul style="list-style-type: none"><li>○ To ensure compliance with ESSA and Florida Administrative Code Rule 6A-1.0943, IEP teams are held accountable for basing FSAA participation decisions strictly on the state’s eligibility criteria, as outlined by FLDOE.</li><li>○ The ESE Department conducts periodic audits of IEPs to verify the presence of required documentation and ensure determinations</li></ul>
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	<p>are not made on the basis of disability category, placement, or perceived performance.</p> <p><b>3. Professional Development and Support</b></p> <ul style="list-style-type: none"> <li>○ Our district provides annual training for IEP teams, school-based administrators, and assessment coordinators to reinforce the legal and procedural requirements of ESSA and FLDOE guidance.</li> <li>○ Decision-making checklists and FLDOE-provided participation guidelines are embedded into IEP review processes to promote consistent determinations across schools.</li> </ul> <p><b>4. Implementation Monitoring and Corrective Action</b></p> <ul style="list-style-type: none"> <li>○ Schools exceeding or nearing the 1.0% threshold are flagged for targeted monitoring, and corrective action steps are developed to ensure adherence to criteria.</li> <li>○ Results of the review are shared with school leadership to promote transparency and accountability, while guiding continuous improvement in the decision-making process.</li> </ul> <p>By aligning our review process with <b>ESSA Section 1111(b)(2)(D)</b> and <b>FLDOE’s FSAA Participation Guidelines</b>, our LEA ensures that alternate assessment participation remains individualized, evidence-based, and fully compliant with federal and state regulations.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• U.S. Department of Education ESSA Assessment Participation FAQ: <a href="https://www2.ed.gov/admins/lead/account/saa.html">https://www2.ed.gov/admins/lead/account/saa.html</a></li> <li>• Florida Department of Education FSAA Participation Guidance: <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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: 1.3% (State: 1.4%)  Math: 1.4 % (State: 1.4%)  Science: 1.0%</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: 1.0%  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: 98.7%  Math: 98.2 %</p>

	<p>Science: 98%</p> <ul style="list-style-type: none"> <li>• Data found in <a href="http://edudata.fl DOE.org">edudata.fl DOE.org</a></li> </ul>
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%  Math: 99%  Science: 99%</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>Hernando County Schools recognizes that ESSA, Section 1111(b)(2)(D), establishes a 1.0% cap on student participation in alternate assessments. While our LEA remains committed to ensuring that eligibility determinations for the Florida Standards Alternate Assessment (FSAA) are made individually and in accordance with Florida Department of Education (FLDOE) participation guidelines, certain unique local factors may contribute to a slightly higher percentage of students qualifying for alternate assessment participation.</p> <ol style="list-style-type: none"> <li>1. <b>Community Demographics and Migration Patterns</b> <ul style="list-style-type: none"> <li>○ Hernando County has experienced steady population growth, with families moving into the area seeking affordable housing and community resources. Among these families are students with significant cognitive disabilities who require specialized ESE services.</li> <li>○ Migrant families, who often relocate seasonally for agricultural employment in central Florida, may also bring students with significant support needs into the district during critical periods of enrollment and assessment.</li> </ul> </li> <li>2. <b>Access to Specialized Programs and Services</b> <ul style="list-style-type: none"> <li>○ Hernando County Schools provides specialized, self-contained instructional programs on multiple campuses designed to support students with the most significant cognitive disabilities, including students on the Access Points curriculum.</li> <li>○ The presence of these structured programs may serve as a draw for families seeking appropriate educational services for their children, thereby increasing the concentration of eligible FSAA participants.</li> </ul> </li> <li>3. <b>Proximity to Regional Health and Rehabilitation Resources</b></li> </ol>

	<ul style="list-style-type: none"> <li>○ Hernando County is located within commuting distance of regional hospitals, medical rehabilitation centers, and therapeutic providers in Tampa Bay and surrounding areas. Families with children who have significant medical and cognitive needs often relocate to Hernando County for affordable living options while maintaining access to these services.</li> </ul> <p><b>4. Enrollment Factors</b></p> <ul style="list-style-type: none"> <li>○ As a mid-sized district, Hernando’s overall student enrollment numbers are smaller than those of neighboring urban districts. Consequently, even a modest increase in the number of students with significant cognitive disabilities can proportionally elevate the district’s FSAA participation rate above the 1.0% threshold.</li> </ul> <p>While these factors contribute to the percentage of students participating in the FSAA, the district ensures that all participation decisions are made on an individualized basis, consistent with <b>FLDOE’s FSAA Participation Guidelines</b> and in compliance with <b>ESSA Section 1111(b)(2)(D)</b>.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• U.S. Department of Education ESSA Alternate Assessment Guidance: <a href="https://www2.ed.gov/admins/lead/account/saa.html">https://www2.ed.gov/admins/lead/account/saa.html</a></li> <li>• Florida Department of Education FSAA Participation Guidance: <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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): 118/204 = 57.8%  Autism Spectrum Disorder (ASD): 105/427 = 24.6%  Traumatic Brain Injury (TBI): 0/2 = 0%  Other Health Impairment (OHI): 8/644 = 1.24%</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>A review of Hernando County Schools’ 2023–24 Florida Standards Alternate Assessment (FSAA) participation data revealed several clear patterns across schools and programs:</p> <p><b>1. Variation by School Site</b></p> <ul style="list-style-type: none"> <li>○ While most schools in the district report FSAA participation rates below or near the 1.0% cap, a small number of campuses report rates significantly above this threshold.</li> <li>○ For example, <b>Central High School (3.8%)</b> (High School Cluster Site) and <b>West Hernando Middle School (3.3%)</b> (Middle School</li> </ul>

	<p>Cluster Site) had notably higher percentages of students whose only tested subject was an FSAA, compared to the overall district rate.</p> <ul style="list-style-type: none"> <li>○ Elementary schools such as <b>Westside Elementary (2.5%)</b> and <b>Eastside Elementary (2.5%)</b> also reported higher-than-average FSAA participation, suggesting clusters of students with significant cognitive disabilities within certain zones.</li> </ul> <p><b>2. Concentration of Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>○ Data shows that schools with specialized self-contained programs (particularly at the middle and high school level) have higher percentages of FSAA participation. These programs draw students from across the county, which may inflate the alternate assessment participation rates at those specific sites.</li> <li>○ Exceptionality data within the school-level reports indicate that students identified with Autism Spectrum Disorder (ASD) make up a significant portion of FSAA participants, particularly at secondary campuses with specialized ESE programs.</li> </ul> <p><b>3. Consistency of Documentation</b></p> <ul style="list-style-type: none"> <li>○ Importantly, across all sites, the data confirms that students identified for FSAA participation were also enrolled in Access Points curriculum courses. This alignment between curriculum placement and assessment selection indicates strong compliance with Florida DOE eligibility guidelines.</li> <li>○ No evidence was found of students being placed in FSAA without corresponding course enrollment, reinforcing that participation decisions are individualized and standards-based.</li> </ul> <p><b>4. Participation Rate Variation</b></p> <ul style="list-style-type: none"> <li>○ Participation rates varied between <b>0.2% (John D. Floyd Elementary)</b> and <b>3.8% (Central High School)</b>. This variance is largely explained by the presence or absence of cluster programs serving students with the most significant cognitive disabilities.</li> <li>○ In smaller schools, even a modest number of FSAA-eligible students can create a proportionally higher participation rate.</li> </ul> <p><b>Conclusion</b></p> <p>Overall, the data review shows that Hernando County’s FSAA participation patterns are driven less by systemic over-identification and more by the presence of specialized programs located at certain schools. Rates of participation vary across the district, but they remain consistent with enrollment trends, program placement, and the distribution of students with the most significant cognitive disabilities.</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>

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.

A review of Hernando County Schools' FSAA participation data indicates some disproportionate representation across specific subgroups:

**1. Race/Ethnicity Subgroups**

- *American Indian/Native Alaskan and Pacific Islander* students, although very small in absolute numbers, showed elevated risk ratios (7.03 and 5.13 respectively in ELA; 3.37 and 5.71 in Math). This reflects that even one or two students in a small subgroup can create disproportionate percentages when compared to district-wide participation.
- *Asian students* also showed higher relative risk (1.63 in ELA; 2.10 in Math), though overall numbers remain small.
- Black/African American students and Hispanic/Latino students had participation rates roughly proportional to or only slightly above their comparison groups, suggesting no systemic overrepresentation at the district level.

**2. Socioeconomic Status**

- Students eligible for *Free/Reduced Lunch* demonstrated a higher participation rate (risk ratio 1.33), indicating socioeconomic status may intersect with disability identification and FSAA participation.

**3. Gender**

- *Male students* were somewhat overrepresented in FSAA participation (risk ratio 1.48), while female participation was comparatively lower (0.67). This trend is consistent with the higher identification of males in disability categories such as Autism Spectrum Disorder and Intellectual Disabilities.

**4. Other Subgroups**

- Students identified as *Homeless* also demonstrated elevated risk (1.53), again reflecting the impact of small subgroup numbers on disproportionality calculations.
- English Language Learners (ELL) showed lower participation (risk ratio 0.47), suggesting underrepresentation rather than overrepresentation.

**Next Steps to Address Disproportionality**

To ensure compliance with ESSA and FLDOE guidance while promoting equitable access and accurate eligibility decisions, Hernando County Schools will implement the following measures:

**1. Root Cause Analysis**

- Conduct targeted reviews of IEPs for students in subgroups flagged as disproportionately represented (e.g., American Indian, Pacific Islander, Asian, Free/Reduced Lunch, Male students) to verify that FSAA participation decisions are fully documented and aligned with state criteria.
- Examine referral, evaluation, and placement practices to determine if subgroup trends are linked to broader patterns of disability identification.

**2. Professional Development**

- Provide training for IEP teams on cultural and linguistic considerations in eligibility decisions, ensuring that FSAA determinations are based on student need rather than subgroup status.
- Reinforce the use of FLDOE’s participation guidelines and decision-making tools during IEP meetings.

**3. Monitoring and Accountability**

- Disaggregate FSAA participation data annually by subgroup and report findings to school-based administrators.
- For subgroups with disproportionate representation, require schools to submit documentation of decision-making processes for district-level review.

**4. Continuous Improvement**

- Establish a district-level workgroup to review subgroup participation trends annually, with a focus on reducing disproportionate representation while maintaining compliance with the **ESSA 1.0% cap** and **FLDOE FSAA guidelines**.

**Conclusion**

Although disproportionality in Hernando County largely stems from small subgroup sizes, the district acknowledges the need to monitor and address any trends that may impact equity. Through ongoing review, training, and monitoring, the district will work to ensure that FSAA participation decisions remain individualized, data-driven, and compliant with federal and state requirements.

**Reference Links:**

- ESSA Section 1111(b)(2)(D) Alternate Assessment Guidance: <https://www2.ed.gov/admins/lead/account/saa.html>
- Florida Department of Education FSAA Participation Guidelines: <https://www.fldoe.org/academics/exceptional-student-edu/assessment/>

10.

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.

Hernando County Schools is committed to ensuring compliance with **ESSA Section 1111(c)(4)(E)**, which requires a 95% participation rate in statewide assessments for all students, including students with disabilities, while also adhering to the **1.0% cap** on alternate assessment participation. Our review of 2023–24 participation data and IEP documentation indicates the following root causes and strategies:

**1. Assessment Participation Monitoring**

- District participation data show that while most schools meet or exceed 95% participation in statewide assessments, isolated gaps emerge for students with disabilities due to absences, mobility (withdrawal/entry during testing windows), and parental opt-outs.
- A focused review of testing participation by subgroup (including students with disabilities) revealed that some campuses with specialized programs have slightly lower overall participation, influenced by medical exemptions or absences during the testing window.

**2. IEP Data and Identification Practices**

- IEP audits confirmed that students participating in FSAA are appropriately placed in Access Points courses and meet state eligibility criteria. However, Hernando County continues to exceed the 1.0% threshold in certain schools because specialized programs for students with the most significant cognitive disabilities are clustered at specific campuses (e.g., Central High, West Hernando Middle, Westside Elementary).
- Disproportionality data show that male students, students in poverty, and small racial/ethnic subgroups (e.g., American Indian, Pacific Islander) appear at higher risk ratios, suggesting the need for continued monitoring of eligibility determinations and equity considerations.

**3. Strategies to Increase Participation and Address Overrepresentation**

○ **95% Participation Goal**

- Implement real-time monitoring of student participation during each assessment window, with district test coordinators providing daily updates to schools.
- Require principals to submit action plans for students flagged as “not tested,” ensuring medical exemptions are properly documented and parent refusals are addressed with proactive communication.

	<ul style="list-style-type: none"> <li>▪ Increase outreach to families of students with disabilities to emphasize the importance of statewide assessment participation for accountability and access.</li> <li>○ <b>Reducing Over the 1% Threshold</b> <ul style="list-style-type: none"> <li>▪ Strengthen professional development for IEP teams on FSAA eligibility to ensure decisions are individualized and evidence-based, using FLDOE’s participation checklist.</li> <li>▪ Conduct root-cause reviews at schools with the highest FSAA rates, examining whether enrollment clustering, referral patterns, or decision-making practices contribute to exceeding the threshold.</li> <li>▪ Establish district-level oversight of IEP decisions recommending FSAA, requiring additional review when FSAA participation approaches the 1% cap at the district or school level.</li> </ul> </li> </ul> <p><b>4. Continuous Improvement and Accountability</b></p> <ul style="list-style-type: none"> <li>○ Hernando County Schools will integrate FSAA participation reviews into its annual data dashboard, disaggregating by school, grade, disability, and subgroup.</li> <li>○ The district’s Assessment and ESE teams will jointly monitor progress, reporting findings to senior leadership and ensuring corrective actions are documented.</li> <li>○ Schools with persistent gaps in meeting the 95% participation rate or overrepresentation in FSAA participation will receive targeted technical assistance and follow-up monitoring.</li> </ul> <p><b>Conclusion</b></p> <p>Through data-driven analysis, strengthened oversight of IEP decision-making, and proactive monitoring of participation rates, Hernando County Schools will continue working toward achieving <b>95% participation in all assessments</b> while reducing the percentage of students exceeding the <b>1.0% FSAA cap</b>, ensuring compliance with both federal and state requirements.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• ESSA Assessment Participation Requirement (95% Rule): <a href="https://www2.ed.gov/admins/lead/account/saa.html">https://www2.ed.gov/admins/lead/account/saa.html</a></li> <li>• Florida Department of Education FSAA Participation Guidance: <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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 “<a href="#">Checklist for Course and Assessment Participation</a>” for IEP team meetings within your LEA.)</p> <p>Hernando County Schools ensures that IEP decisions related to participation in the Florida Standards Alternate Assessment (FSAA) are consistent,</p>

individualized, and fully aligned with **Florida Department of Education (FLDOE) guidelines**. The district has adopted a multi-layered process that prioritizes fidelity of implementation and equity in decision-making across all schools.

**1. Use of the FLDOE Checklist for Course and Assessment Participation**

- At every IEP meeting where participation in statewide assessments is discussed, teams are required to use the FLDOE “Checklist for Course and Assessment Participation” to guide decisions.
- This checklist provides structured, criteria-based questions ensuring that determinations are made only when the student’s cognitive disability and instructional program align with state eligibility requirements.
- The questions listed in the ‘Checklist for Course and Assessment Participation’ are listed in FLDOE PEER for the IEP team to consider and answer. The teams decisions for each question will be documented within the IEP itself.

**2. Training and Guidance for IEP Teams**

- Annual professional development is provided to ESE teachers, general education teachers, school administrators, and assessment coordinators on the state’s FSAA participation criteria.
- Case managers receive training on how to present the decision-making criteria to parents, ensuring that families understand the distinction between FSAA and general statewide assessments.
- Schools are provided with guidance documents and exemplars to promote consistent language and practices across the district.

**3. Monitoring and Accountability**

- The district conducts random audits of IEPs with FSAA participation decisions to verify that the required checklist is used, the Access Points curriculum is documented, and the rationale aligns with FLDOE guidelines.
- Schools that exceed district averages in FSAA participation are flagged for additional review, and the ESE office provides targeted support to ensure decisions are being made on an individualized basis.
- Quarterly monitoring reports are generated and shared with school leaders, highlighting FSAA participation rates, subgroup disproportionality, and compliance findings.

**4. Consistency Across Schools**

- ESE Staffing Specialists are held accountable for ensuring that their IEP teams use the checklist consistently and that decisions are not based on disability label, placement, or perceived student performance.
- When discrepancies are found, corrective action plans are required, including additional training or case-by-case district-level review before an FSAA decision is finalized.

	<p><b>Conclusion</b></p> <p>By embedding the <b>FLDOE Checklist for Course and Assessment Participation</b> into every IEP meeting, providing annual training, and monitoring implementation through audits and data reviews, Hernando County Schools ensures consistent, criteria-based decision-making across all schools. This process safeguards compliance with <b>ESSA Section 1111(b)(2)(D)</b> and <b>FLDOE FSAA guidelines</b>, while ensuring that FSAA participation decisions remain individualized, equitable, and legally defensible.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• Florida DOE FSAA Participation Guidelines: <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> <li>• FLDOE Checklist for Course and Assessment Participation (2021): <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/alt-assess.stml">https://www.fldoe.org/academics/exceptional-student-edu/assessment/alt-assess.stml</a></li> </ul>
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>Hernando County Schools follows the state’s required criteria under <b>Rule 6A-1.0943, F.A.C.</b> to determine a student’s eligibility to participate in the Florida Standards Alternate Assessment (FSAA). The decision is made by the IEP team, based on documented evidence, and is not determined by disability label, educational placement, or anticipated performance on the general assessment. The following process is used consistently across all schools:</p> <p><b>1. IEP Team Review and Decision-Making</b></p> <ul style="list-style-type: none"> <li>• The student’s <b>individual needs and instructional program</b> are reviewed during the IEP meeting.</li> <li>• The IEP team must use the <b>FLDOE “Checklist for Course and Assessment Participation”</b> to ensure that all Rule 6A-1.0943 criteria are considered.</li> <li>• The decision must be unanimous and documented in the IEP, with the parent/guardian participating in the decision-making process.</li> </ul> <p><b>2. Required Eligibility Criteria (Rule 6A-1.0943, F.A.C.)</b></p> <p>To be found eligible, <b>all</b> of the following must be true and documented in the IEP:</p> <ol style="list-style-type: none"> <li>1. <b>Curriculum Access</b> – The student is instructed using the <b>Access Points curriculum</b> (aligned to Florida Standards, but reduced in complexity).</li> <li>2. <b>Disability Impact</b> – The student has a <b>most significant cognitive disability</b> that prevents meaningful participation in the general statewide assessments, even with accommodations.</li> <li>3. <b>Instructional Participation</b> – The student requires <b>direct and extensive instruction</b> in academic and functional skills across multiple settings, including general curriculum with modifications.</li> </ol>

	<p>4. <b>Assessment Participation</b> – The student’s <b>performance is measured</b> through alternate achievement standards and the FSAA provides the most appropriate measure of progress.</p> <p>5. <b>Exclusionary Clause</b> – The decision is <b>not based</b> on factors such as excessive absences, behavior, language barriers, anticipated poor performance, or administrative convenience.</p> <p><b>3. Documentation and Required Evidence</b>  The IEP must include the following evidence:</p> <ul style="list-style-type: none"> <li>• A completed <b>FLDOE Course and Assessment Participation Checklist</b>, with all applicable questions under ‘Assessment’ in PEER completed on the finalized IEP.</li> <li>• Documentation that the student is enrolled in <b>Access Points courses</b> in core subject areas (ELA, Math, Science).</li> <li>• A written <b>statement of the rationale</b> for FSAA participation, showing how the student meets each of the Rule 6A-1.0943 criteria.</li> <li>• Evidence that the decision was <b>discussed with the parent/guardian</b>, including the impact of FSAA participation on the student’s educational program and postsecondary outcomes.</li> </ul> <p><b>4. District Monitoring and Oversight</b></p> <ul style="list-style-type: none"> <li>• All FSAA eligibility decisions are subject to <b>district audit</b>, ensuring that the checklist, Access Points enrollment, and IEP documentation align with Rule 6A-1.0943.</li> <li>• Schools with FSAA rates above the district average receive targeted monitoring and corrective action support.</li> <li>• Annual training is provided to IEP teams to reinforce proper application of the rule and criteria.</li> </ul> <p><b>Conclusion</b>  Through this process, Hernando County Schools ensures that FSAA participation decisions are individualized, criteria-based, and fully compliant with <b>Rule 6A-1.0943, Florida Administrative Code</b>, safeguarding equity and validity in assessment participation.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities: <a href="https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943">https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943</a></li> <li>• Florida DOE FSAA Participation Guidelines: <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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>Hernando County Schools has <b>not removed students from participation in the Florida Standards Alternate Assessment (FSAA)</b>. All students currently</p>

identified for FSAA participation continue to meet the eligibility criteria outlined in **Rule 6A-1.0943, Florida Administrative Code**, and are enrolled in Access Points curriculum courses aligned with the state’s alternate academic achievement standards.

#### **District Process for Review**

Although no students have been removed from FSAA participation, Hernando County has implemented a consistent review process to ensure decisions remain individualized and compliant with state guidelines:

1. **Annual IEP Review** – At every IEP meeting, the team reviews the student’s instructional program, curriculum placement, and assessment participation. The **FLDOE “Checklist for Course and Assessment Participation”** is used to guide and document eligibility decisions.
2. **Access Points Verification** – District staff confirm that all students participating in FSAA are enrolled in Access Points courses for tested subject areas (ELA, Math, Science), ensuring proper alignment.
3. **District Monitoring** – The Exceptional Student Education (ESE) office audits IEPs to verify that FSAA determinations are evidence-based, not driven by administrative convenience, disability label, or anticipated performance.
4. **Parent Participation** – Parents are active participants in these discussions, and their input is documented within the IEP, including acknowledgement of the impact FSAA participation may have on postsecondary outcomes.

#### **Feedback and Continuous Monitoring**

- While no removals have occurred, Hernando County acknowledges the importance of continuously monitoring eligibility. Schools with elevated FSAA participation rates (e.g., campuses with cluster programs for students with significant cognitive disabilities) undergo additional review to ensure fidelity of implementation.
- The district provides **annual professional development** for IEP teams, reinforcing the state’s FSAA eligibility criteria, cultural/linguistic considerations, and the need for equity across subgroups.

#### **Conclusion**

Hernando County Schools has not removed students from FSAA participation, as all current FSAA participants meet the state’s criteria. However, the district maintains rigorous monitoring and review processes to ensure compliance with **ESSA Section 1111(b)(2)(D)** and **Rule 6A-1.0943, F.A.C.**, and remains prepared to re-evaluate participation if future IEP reviews determine that FSAA is no longer the most appropriate assessment for a student.

#### **Reference Links:**

- Rule 6A-1.0943, F.A.C.:  
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943>
- Florida DOE FSAA Participation Guidance:  
<https://www.fldoe.org/academics/exceptional-student-edu/assessment/>

14.

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?

Hernando County Schools ensures that parents, families, and students are fully informed about instruction on the **Access Points – Alternate Academic Achievement Standards (AAAS)** and participation in the **Florida Standards Alternate Assessment (FSAA)**. This information is shared in a transparent, accessible, and consistent manner throughout the IEP process.

**1. Points of Communication**

- **Annual IEP Reviews** – At each student’s annual IEP review, the IEP team discusses curriculum access (Access Points vs. general education standards) and statewide assessment participation (FSAA vs. FSA/FAST/EOCs).
- **IEP Amendments** – Any time an IEP amendment is made that could affect course placement, instructional standards, or assessment participation, this information is revisited and documented with parent input.
- **Parent Request** – Parents may request additional information at any time, and schools are required to reconvene the IEP team to address questions and ensure clarity.

**2. Content of the Information Provided**

- Parents are informed that **Access Points instruction** is designed for students with the most significant cognitive disabilities and is aligned to alternate academic achievement standards.
- Families are notified that participation in the FSAA is directly tied to enrollment in Access Points courses and is determined through the **Checklist for Course and Assessment Participation**, as required by Rule 6A-1.0943, F.A.C.
- The IEP team explains the **implications of FSAA participation**, including:
  - The student’s diploma pathway (i.e., eligibility for a standard diploma via Access Courses and FSAA)
  - Postsecondary options and access to career and technical programs
  - The impact on accountability and progress monitoring compared to general statewide assessments.

**3. Language Access**

- All required notices, procedural safeguards, and IEP documents are provided in the parent’s **native language**, in compliance with IDEA and Florida Department of Education requirements.
- When a written translation is not available, **oral interpretation** is provided by a qualified interpreter to ensure parents understand the discussion and implications of FSAA participation.

	<ul style="list-style-type: none"> <li>• Parent signatures and input are documented in the IEP to confirm understanding.</li> </ul> <p><b>4. Frequency and Ongoing Communication</b></p> <ul style="list-style-type: none"> <li>• This information is provided at <b>every annual IEP review</b>.</li> <li>• It is also discussed during <b>any amendment meetings</b> where instructional placement or assessment participation is considered.</li> <li>• Additionally, it is available <b>upon request at any time</b> by the parent or guardian, ensuring continuous access to information.</li> </ul> <p><b>Conclusion</b></p> <p>Through annual reviews, amendment meetings, and parent-requested discussions, Hernando County Schools provides parents with clear and consistent information about <b>Access Points instruction and FSAA participation</b>, the implications for their child’s education, and their rights to receive this information in their <b>native language</b>. By ensuring repeated and accessible communication, the district guarantees that families are active participants in all IEP and assessment decisions.</p> <p><b>Reference Links:</b></p> <ul style="list-style-type: none"> <li>• Rule 6A-1.0943, F.A.C. – <a href="https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943">https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943</a></li> <li>• Florida DOE FSAA Participation Guidance – <a href="https://www.fldoe.org/academics/exceptional-student-edu/assessment/">https://www.fldoe.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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>Hernando County Schools has developed a systematic process to ensure IEP teams carefully review student performance data for students who achieve <b>advanced proficiency or perfect scores</b> on the Florida Standards Alternate Assessment (FSAA). These reviews help determine whether the FSAA remains the most appropriate assessment or if the student may instead participate in the <b>general statewide progress monitoring assessments (FAST) or End-of-Course (EOC) exams</b> with supports and accommodations.</p> <p><b>1. Data Review at IEP Meetings</b></p> <ul style="list-style-type: none"> <li>• During <b>annual IEP reviews</b> and at any other IEP meetings convened by amendment or parent request, student FSAA performance is analyzed.</li> <li>• When a student demonstrates <b>advanced proficiency or perfect scores in one or more subject areas</b>, the IEP team discusses whether the FSAA continues to reflect the student’s instructional needs and academic performance.</li> <li>• Data sources considered include FSAA results, classroom performance, curriculum-based measures, progress monitoring, and teacher/parent input.</li> </ul>

## **2. Alignment with State Criteria**

- IEP teams reference **Rule 6A-1.0943, Florida Administrative Code**, which requires that students participating in FSAA must have the most significant cognitive disabilities and be instructed using Access Points curriculum.
- If data indicates that a student is exceeding expectations on the FSAA, the IEP team must consider whether the student's performance suggests potential success in the **general education curriculum and assessments**.
- The **FLDOE "Checklist for Course and Assessment Participation"** is used to ensure the decision is based on state criteria and not on isolated test results alone.

## **3. Considering General Statewide Assessments with Accommodations**

- For students with high FSAA scores, the IEP team evaluates whether transitioning to **FAST or EOCs** is appropriate.
- The team discusses **accommodations** (e.g., extended time, small group, oral presentation, assistive technology) that could support the student in participating meaningfully in the general statewide assessment system.
- Any decision to move a student from FSAA to FAST/EOCs must be supported by evidence that the student can engage with grade-level Florida Standards, with accommodations as necessary.

## **4. Documentation and Parent Involvement**

- The IEP documents the discussion, rationale, and decision regarding the student's participation in FSAA versus FAST/EOCs.
- Parents are fully informed of the potential **implications of FSAA vs. FAST/EOCs**, including diploma pathways, accountability, and postsecondary opportunities.
- Parent signatures confirm participation in the decision-making process.

## **5. District Monitoring**

- Hernando County's ESE office conducts **audits of IEPs** for students earning advanced proficiency or perfect FSAA scores to ensure teams are considering whether general statewide assessments may be appropriate.
- Data on such students is flagged in the district assessment system, and schools receive guidance to re-examine eligibility decisions in alignment with FLDOE standards.

## **Conclusion**

Through structured IEP team reviews, alignment with **Rule 6A-1.0943, F.A.C.**, and careful consideration of accommodations, Hernando County Schools ensures that students demonstrating advanced proficiency on the FSAA are not unnecessarily limited to alternate assessments. This process safeguards equity, ensures individualized decision-making, and promotes access to the most rigorous educational opportunities available to each student.

## **Reference Links:**

	<ul style="list-style-type: none"> <li>• Rule 6A-1.0943, F.A.C.: <a href="https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943">https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0943</a></li> <li>• Florida DOE FSAA Participation Guidelines: <a href="https://www.fl DOE.org/academics/exceptional-student-edu/assessment/">https://www.fl DOE.org/academics/exceptional-student-edu/assessment/</a></li> </ul>
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>Hernando County Schools has established a district-level <b>Accountability Plan (AP)</b> designed to ensure that the number of students participating in the Florida Standards Alternate Assessment (FSAA) is accurate, valid, and compliant with both federal and state requirements. The AP emphasizes <b>local verification, targeted monitoring, and continuous improvement.</b></p> <p><b>1. Data Verification and Cross-Checking</b></p> <ul style="list-style-type: none"> <li>• <b>Quarterly Data Pulls:</b> The ESE Data and Assessment Teacher provides quarterly reports to the ESE admin disaggregated by school, grade level, and exceptionality.</li> <li>• <b>IEP-Assessment Crosswalk:</b> Each FSAA participant is cross-referenced with course enrollment in Access Points curriculum to confirm eligibility.</li> <li>• <b>Spot Audits:</b> District ESE department review a random sample of IEPs from each school to confirm completion of the FLDOE “Checklist for Course and Assessment Participation” and verify documentation aligns with Rule 6A-1.0943, F.A.C.</li> </ul> <p><b>2. Training and Support for School Teams</b></p> <ul style="list-style-type: none"> <li>• <b>Annual FSAA Training:</b> All IEP team members, administrators, and test coordinators receive mandatory training on FSAA eligibility, documentation, and decision-making processes.</li> <li>• <b>Case Manager Guidance Tools:</b> Hernando provides decision-making checklists, exemplars, and flowcharts to case managers to ensure consistency in practice across schools.</li> <li>• <b>Parent Communication Resources:</b> The district distributes plain-language FSAA information sheets (from Florida Access Project) for use during IEP meetings to ensure transparency with families.</li> </ul> <p><b>3. Monitoring Participation and Trends</b></p> <ul style="list-style-type: none"> <li>• <b>School-Level Dashboards:</b> Principals receive quarterly FSAA participation dashboards highlighting their school’s FSAA rate compared to district averages.</li> <li>• <b>Red Flag Monitoring:</b> Schools exceeding a <b>2.5% FSAA participation threshold</b> are flagged for closer review, requiring administrators to submit justifications and corrective action plans if needed.</li> <li>• <b>Subgroup Analysis:</b> Disproportionality data (ELL, race/ethnicity, gender, socioeconomic status) are reviewed annually to detect patterns or inequities in FSAA participation.</li> </ul>

	<p><b>4. Accountability and Corrective Actions</b></p> <ul style="list-style-type: none"> <li>• <b>Administrator Review Meetings:</b> Schools with disproportionate FSAA participation meet with district leadership to review data, discuss decision-making practices, and plan corrective steps.</li> <li>• <b>Corrective Action Plans:</b> When issues are identified (e.g., missing checklist, unclear documentation, subgroup disproportionality), schools must submit a corrective plan, and the ESE office monitors implementation.</li> <li>• <b>Progress Monitoring:</b> Follow-up reviews are conducted within 90 days to confirm corrective actions are completed and effective.</li> </ul> <p><b>5. Continuous Improvement Cycle</b></p> <ul style="list-style-type: none"> <li>• <b>Annual Audit Report:</b> The district produces a year-end audit of FSAA participation, including findings, corrective actions, and professional development delivered.</li> <li>• <b>Feedback Loop:</b> Lessons learned are shared with all schools at the start of the following year’s FSAA training, ensuring systemic improvement across the district.</li> <li>• <b>Leadership Oversight:</b> Senior leadership, including the Director of Exceptional Student Education and the Supervisor of Exceptional Student Education, presents FSAA participation findings reinforce accountability.</li> </ul> <p><b>Conclusion</b></p> <p>Through systematic data verification, targeted training, active monitoring, and corrective accountability, Hernando County Schools’ Accountability Plan ensures the validity of FSAA participation rates. The plan is designed not only to monitor compliance, but to <b>identify challenges early, provide actionable support, and reduce disproportionate participation trends</b>, keeping the district aligned with federal and state requirements.</p>
Teac	<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, Hernando County Schools implemented several targeted improvement activities to strengthen the accuracy, validity, and accountability of Florida Standards Alternate Assessment (FSAA) participation decisions.</p> <p><b>1. Assignment of FSAA Oversight to ESE Instructional Specialist</b></p> <ul style="list-style-type: none"> <li>• The Exceptional Student Education (ESE) Department assigned responsibility for FSAA assessment and monitoring to a <b>dedicated ESE Instructional Specialist</b>.</li> <li>• This role provided a <b>single point of accountability</b> for schools, streamlined communication between ESE and Assessment staff, and ensured that all FSAA decisions were monitored consistently across the district.</li> </ul>

- The Instructional Specialist conducted ongoing **cross-checks** of IEPs, course enrollment, and participation data to confirm alignment with Rule 6A-1.0943, F.A.C.
- This approach proved **highly effective**, resulting in stronger documentation, timely identification of data errors, and improved compliance with both district and state expectations.

## 2. Data Verification and Monitoring Processes

- Quarterly FSAA participation reports were generated and reviewed, allowing the district to **flag schools exceeding participation thresholds** or showing disproportionality in subgroup participation.
- Random audits of IEPs confirmed that the **FLDOE Checklist for Course and Assessment Participation** was used consistently.
- District leadership provided **targeted feedback** to schools with higher-than-average participation rates, which increased accountability and reduced inconsistencies across campuses.

## 3. Effectiveness of 2024–25 Improvement Activities

- These strategies were effective in improving **districtwide consistency, accountability, and compliance**.
- School leaders reported clearer expectations, and IEP teams demonstrated stronger alignment to state participation criteria.
- Most importantly, the process led to a **more accurate reflection of the true population of students with the most significant cognitive disabilities**.

## 4. Next Steps for 2025–26

- Building on the success of 2024–25, Hernando County Schools has created a **new Data and Assessment Teacher position within the ESE Department** for the 2025–26 school year.
- This role will provide a **laser focus on data integrity, assessment participation, and accountability** specific to students with disabilities.
- The new position will expand beyond FSAA to ensure **95% participation compliance across all statewide assessments** for students with disabilities, while also monitoring subgroup equity and reducing disproportionality.
- The district anticipates that this structural improvement will not only sustain progress made in 2024–25 but also lead to **greater efficiency, transparency, and continuous improvement** in assessment decision-making.

## Conclusion

The improvement activities implemented in 2024–25 were both **effective and impactful**, increasing accountability, consistency, and compliance across the district. The creation of a dedicated **ESE Data and Assessment Specialist position for 2025–26** represents the next step in Hernando County’s commitment to maintaining high standards of fidelity, ensuring equitable assessment practices, and aligning with both state and federal requirements.

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>Hernando County Schools has developed a comprehensive <b>Accountability Plan (AP)</b> to ensure that participation in the Florida Standards Alternate Assessment (FSAA) is valid, compliant, and reflective of only those students who meet the eligibility criteria in <b>Rule 6A-1.0943, F.A.C.</b>. The plan is built around structured <b>progress monitoring, data verification, and accountability at both the school and district level.</b></p> <p><b>1. Key Components of the Accountability Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Data Verification and Cross-Checking:</b> FSAA participation data are cross-checked against IEP documentation and Access Points course enrollment.</li> <li>• <b>Quarterly Reviews:</b> ESE Data and Assessment Teacher will review FSAA participation dashboards quarterly, comparing their rates to district averages.</li> <li>• <b>Subgroup Analysis:</b> Participation rates are disaggregated by exceptionality, race/ethnicity, gender, English Language Learner (ELL) status, and socioeconomic status to identify disproportionality.</li> <li>• <b>Corrective Action:</b> Schools exceeding thresholds (e.g., above 2.5% FSAA participation or showing disproportionality trends) are flagged and required to develop corrective action plans.</li> </ul> <p><b>2. Progress Monitoring Activities and Data Sources</b></p> <p>To assess the effectiveness of the AP, the district uses the following monitoring activities and data sources:</p> <ul style="list-style-type: none"> <li>• <b>Quarterly FSAA Participation Reports</b> – Generated by the ESE Data &amp; Assessment Specialist; includes comparisons by school, grade, and subgroup.</li> <li>• <b>IEP Audit Reviews</b> – Random audits conducted by ESE Staffing Specialists to verify the <b>FLDOE Checklist for Course and Assessment Participation</b> is attached and completed.</li> <li>• <b>Access Points Enrollment Verification</b> – Student schedules are reviewed to confirm FSAA participants are enrolled in Access Points courses tied to tested content areas.</li> <li>• <b>Disproportionality Data (Dispro Tab)</b> – Annual review of subgroup participation risk ratios to monitor equity.</li> <li>• <b>Parent Input Documentation</b> – Verification that parents were informed of FSAA participation, implications, and provided information in their native language.</li> </ul> <p><b>3. Responsible Personnel</b></p> <ul style="list-style-type: none"> <li>• <b>ESE Data and Assessment Specialist (new for 2025–26)</b> – Primary lead for FSAA participation monitoring, quarterly reporting, and data integrity.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>ESE Staffing Specialists</b> – Conduct IEP audits, provide training, and verify checklist use across schools.</li> <li>• <b>IEP Case Managers</b> – Ensure accurate documentation, adherence to criteria, and implementation of corrective actions when required.</li> <li>• <b>Supervisor of Exceptional Student Education</b> – Provides oversight, ensures compliance with federal and state requirements, and reports progress to district leadership.</li> </ul> <p><b>4. Accountability and Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>• The AP’s effectiveness will be measured annually through a <b>districtwide FSAA participation audit</b>, with results reported to the Superintendent and School Board.</li> <li>• Schools with improvements in compliance and reductions in disproportionate participation will be recognized, while schools with persistent concerns will be assigned <b>targeted technical assistance</b>.</li> <li>• The creation of the <b>ESE Data and Assessment Specialist role for 2025–26</b> provides additional capacity for deeper monitoring, ensuring sustainability of the AP.</li> </ul> <p><b>Conclusion</b></p> <p>Through quarterly data reviews, targeted IEP audits, subgroup disproportionality monitoring, and clear accountability assignments, Hernando County Schools’ Accountability Plan ensures valid FSAA participation decisions and ongoing compliance with <b>ESSA Section 1111(b)(2)(D)</b> and <b>Rule 6A-1.0943, F.A.C.</b>. The district’s layered monitoring system provides both transparency and continuous improvement across all schools.</p>
19.	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>For the 2025–26 school year, Hernando County Schools will provide targeted professional learning designed to strengthen the accuracy, consistency, and compliance of decisions regarding participation in the Florida Standards Alternate Assessment (FSAA). Training will focus on both <b>compliance with Rule 6A-1.0943, F.A.C.</b> and <b>best practices for data-driven IEP decision-making</b>.</p> <p><b>1. FSAA Eligibility and IEP Decision-Making</b></p> <ul style="list-style-type: none"> <li>• <b>Audience:</b> ESE teachers, general education teachers, school administrators, school counselors, and IEP team members</li> <li>• <b>Content:</b> <ul style="list-style-type: none"> <li>○ Review of FSAA eligibility criteria under Rule 6A-1.0943, F.A.C.</li> <li>○ Required use of the <b>FLDOE Checklist for Course and Assessment Participation</b> during IEP meetings</li> <li>○ Ensuring alignment of FSAA participation with Access Points course enrollment</li> </ul> </li> </ul> <p><b>2. Data and Assessment Training</b></p> <ul style="list-style-type: none"> <li>• <b>Audience:</b> School test coordinators, administrators, and the new <b>ESE Data &amp; Assessment Specialist</b></li> </ul>

- **Content:**
  - How to interpret and use **FSAA participation dashboards**
  - Cross-checking IEP documentation with district assessment data for accuracy
  - Monitoring subgroup participation to prevent disproportionality
  - Strategies for ensuring **95% participation compliance** across all statewide assessments for students with disabilities

### 3. Parent and Family Communication

- **Audience:** IEP case managers, ESE Staffing Specialists, school counselors, and administrators
- **Content:**
  - Best practices for explaining Access Points instruction and FSAA participation in **plain language**
  - Communicating implications for diploma pathways and postsecondary opportunities
  - Providing information in the **parent’s native language** through written translation and oral interpretation
  - Use of **Access Points Parent Information Sheets** during annual reviews and amendments

### 4. Accountability and Continuous Improvement

- **Audience:** District-based leadership teams
- **Content:**
  - District’s **Accountability Plan (AP)** and expectations for quarterly monitoring
  - District-level responsibility for corrective actions when FSAA participation exceeds thresholds
  - Embedding FSAA review into broader school improvement and accountability systems

### 5. Delivery Format and Timeline

- **Fall 2025** – Districtwide professional learning for all staff involved in FSAA and IEP decision-making.
- **Quarterly PD Sessions** – Targeted workshops led by the ESE Data & Assessment Specialist, focused on dashboard reviews and monitoring updates.
- **Ongoing Coaching and Technical Assistance** – ESE Instructional Specialists and the Data & Assessment Specialist will provide school-based coaching, support during IEP meetings, and corrective follow-up when issues are identified.

### Conclusion

Through this professional learning plan, Hernando County Schools will ensure that all staff involved in IEP decision-making, assessment administration, and accountability are equipped with the knowledge and tools needed to make individualized, compliant, and equitable FSAA participation decisions in 2025–26.

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>Hernando County Schools recognizes the importance of ensuring that only students who meet the criteria in <b>Rule 6A-1.0943, F.A.C.</b> participate in the Florida Standards Alternate Assessment (FSAA). To further reduce the percentage of students participating in FSAA, the district is implementing several <b>additional proactive actions</b> beyond existing requirements.</p> <p><b>1. Enhanced District-Level Review of FSAA Recommendations</b></p> <ul style="list-style-type: none"> <li>The <b>ESE Data &amp; Assessment Teacher</b> will conduct a quarterly review of all new FSAA recommendations to ensure documentation aligns with state criteria.</li> </ul> <p><b>2. Early Warning Flags for Schools</b></p> <ul style="list-style-type: none"> <li>Schools nearing or exceeding the 1% threshold will receive an <b>early warning flag</b>, triggering required district review of IEP decisions at that school site.</li> </ul> <p><b>3. Focused Reviews of Advanced/Proficient FSAA Students</b></p> <ul style="list-style-type: none"> <li>IEP teams will be required to <b>review FSAA students earning advanced or perfect scores</b> in any subject area to determine whether participation in general statewide assessments (FAST/EOCs) with accommodations may be more appropriate.</li> <li>This process ensures that students who demonstrate higher achievement levels are not unnecessarily kept on the alternate assessment track.</li> </ul> <p><b>4. Strengthened Parent Communication and Advocacy</b></p> <ul style="list-style-type: none"> <li>The district will expand the use of <b>plain-language parent handouts</b> explaining Access Points curriculum, FSAA participation, and diploma implications.</li> <li>Families will be reminded annually—in their <b>native language</b>—that FSAA decisions are reviewed each year and may be revisited if data suggests the student could access general assessments with supports.</li> </ul> <p><b>5. Professional Development and School-Based Accountability</b></p> <ul style="list-style-type: none"> <li>All IEP teams will receive <b>annual training on FSAA eligibility</b>, focusing on avoiding over-identification.</li> <li>ESE Staffing Specialists will be held accountable for FSAA rates within their schools; sites consistently above district averages will be required to submit <b>corrective action plans</b> and undergo additional monitoring.</li> </ul> <p><b>6. Strengthened Continuous Improvement Cycle</b></p> <ul style="list-style-type: none"> <li>Data trends will be used to guide <b>targeted technical assistance</b> for schools with the highest rates, with clear expectations for improvement in the following year.</li> </ul> <p><b>Conclusion</b></p> <p>By combining district-level verification, early warning systems, parent and student communication, and accountability at both the school and district level,</p>
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Hernando County Schools is implementing a **comprehensive strategy to responsibly reduce FSAA participation rates**. These additional actions ensure that only students with the most significant cognitive disabilities participate in FSAA, while maximizing access to general education assessments with accommodations whenever possible.

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.



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Signature of Superintendent



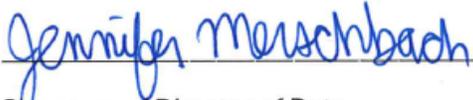
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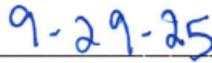
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