

Florida Department of Education

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

LEA: Pasco County 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>Pasco reviews FAA participation data annually through district-level 1% self-assessments, IEP team reviews, and FDOE 1% Data Discussions. The LEA analyzes student course enrollment, primary exceptionality data, assessment alignment, and parental consent documentation to verify that each student meets the eligibility criteria outlined in Rule 6A-1.0943, F.A.C.</p> <p>Following FTE Survey 2, the LEA generates a report from the student information system identifying students scheduled to participate in the Florida Alternate Assessment based on IEPs and access course enrollment. This information is reviewed to confirm alignment between assessment participation and course enrollment in preparation for the assurances process.</p> <p>As part of the assurances process, the LEA reviews the pre-ID file provided by FDOE. Specific steps include:</p> <ul style="list-style-type: none">• Deletions: Documented as appropriate.• Additions: Student records undergo a thorough review to confirm eligibility.• Audit Review: Verification that each student has a current and valid IEP and parental consent (or evidence of meaningful attempts).• Schedule Review: Ensuring students are enrolled in grade-aligned access courses.
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	<ul style="list-style-type: none"> Demographic Review: Confirming accuracy of student information. <p>Finally, the LEA participates in the FDOE 1% Data Discussion in the spring to reflect on participation data and inform decisions for ongoing implementation.</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: 1.4% Math: 1.8% Science: 0.8%</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: 1.4% Math: 1.7% Science: 0.8%</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: 98.5% Math: 98% Science: 97.9%</p>
5.	<p>What is your LEA’s projection for the percentage of students participating in the FAST 3-10 Progress Monitoring and EOC assessments in the 2025-26 SY in each of the following subjects?</p> <p>ELA: 98.6% Math: 98.3% Science: 99.2%</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>Pasco County’s unique circumstances contribute to the district exceeding the one percent threshold for students participating in the Florida Alternate Assessment (FAA). Unlike surrounding districts, Pasco does not operate separate center schools; instead, we provide cluster Exceptional Student Education (ESE) sites within district schools. Families are increasingly choosing Pasco County</p>

	<p>schools for their children with significant cognitive disabilities, particularly because Pasco is located within 30 miles of MacDill Air Force Base. Many military families stationed at MacDill opt to live and enroll in Pasco County schools, preferring zoned cluster sites over center schools in neighboring districts.</p> <p>Additionally, Johns Hopkins All Children’s Hospital, which has its main location in a neighboring district, operates satellite offices in Pasco County. Families whose children require ongoing specialized care often choose Pasco schools to maintain proximity to both medical services and educational programs. For parents specifically seeking a center school option, Pepin Charter School within Pasco County provides that choice.</p> <p>The district has also seen a steady increase in the number of group homes opening throughout the county to serve students with significant cognitive disabilities. Student transfer data further illustrates the trend.</p> <p>During the 2022–2023 school year, 84 students transferred into Pasco County Schools were placed in access programs. In 2023–2024, 136 students transferred into access programs. For the 2024–2025 school year, 199 students were enrolled in access programs, and so far in the 2025–2026 school year, 126 students have already transferred and placed in access programs. As part of our process, transfer cases are carefully reviewed to ensure state requirements for access courses are met, with teams convening to discuss re-evaluation options when additional information is needed to confirm eligibility for the most significant cognitive disability.</p> <p>Over the last five years, Pasco County Schools have also experienced a 15.4% overall increase in enrollment, amplifying the impact of these circumstances. These factors create unique enrollment dynamics that result in more than one percent of students participating in the FAA.</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): 50% Autism Spectrum Disorder (ASD):43% Traumatic Brain Injury (TBI): 0.4% Other Health Impairment (OHI): 6%</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>Yes. Due to programmatic feeder patterns that serve students with the most significant cognitive disabilities, schools offering these specialized programs have higher participation rates in the alternate assessment compared to neighboring schools that do not provide such programs.</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>Current risk-ratio analyses do not indicate significant disproportionality by subgroup, but we will continue monitoring and, if disparities appear, provide targeted IEP team training and conduct root cause analyses as required by FDOE.</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>Pasco is currently at 98.1% participation, which exceeds the required 95% rate. To ensure that participation remains above 95% in all assessments, including for students with disabilities in all grades and subjects, Pasco will implement systematic monitoring, targeted support, and clear communication practices.</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>All IEP teams use the state’s “Checklist for Course and Assessment Participation” and receive annual training on Rule 6A-1.0943, F.A.C., to ensure consistent criteria are applied for FAA eligibility. Schools request district level support to assist with problem solving around academic deficits prior to looking at eligibility to ensure a student that has had questionable or poor response to intervention, that it has been implemented with fidelity over a reasonable period of time. Prior to finding a student eligible to take access courses, a district level integrity check based on State Board Rule criteria is completed to ensure the IEP team has the appropriate data to ensure the student meets all criteria for participation in the FAA program. The district is providing professional</p>

	<p>development to IEP teams around the criteria and specifics with students who have the most significant cognitive disabilities.</p>
<p>12.</p>	<p>Describe the process and required evidence of finding a student eligible to participate in the FAA using all the criteria in Rule 6A-1.0943, Florida Administrative Code.</p> <p>The school-based team convenes to determine whether the student meets the criteria for instruction using Access Points, in alignment with State Board Rule Amendment 6A-1.0943. This includes verifying that all inclusionary and exclusionary factors have been appropriately considered. Once eligibility is preliminarily established, the team submits an integrity check to the district with supporting documents. The district then reviews the submitted data to ensure fidelity and compliance with all required criteria.</p> <p>Following district review, the school team is notified to convene an IEP meeting to share information with IEP team as it relates to the global cognitive score being below the 1st percentile (standard score ≤ 67), evidence of limited academic progress despite intensive interventions, and obtaining signed parental consent for a student participate in access standards instruction and Florida Alternative Assessment. All documentation is reviewed collaboratively and incorporated into the student’s IEP.</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>During the 2024–2025 school year, two students were removed from Access courses prior to participating in the FAA.</p> <p>Process: The IEP team conducts a reevaluation to determine whether the student continues to meet the criteria for FAA eligibility. If the results indicate that the student no longer has an IQ of 67, the team would initiate a transition back to the general education setting and remove the modified curriculum from the IEP. As part of this transition, the IEP team would reconvene to review the student’s Specially Designed Instruction and determine the appropriate level of support needed from a Special Education teacher. These service decisions would be documented within the IEP.</p>
<p>14.</p>	<p>Describe how the LEA informs parents, families and students of the instruction in Access Points – Alternate Academic Achievement Standards and participation in the FAA, as well as the possible implications of this instruction and participation. How is it provided in the parent or student’s native language? How often is this information provided?</p>

	<p>Before a student can receive instruction in Access Points or participate in the FAA, the district must obtain written and informed parental consent. The decision for a student to participate in Access Points and FAA is made by the IEP team and documented in the student’s IEP. This includes a discussion of the implications of this instructional path. The district shares resources such as the Parent’s Guide to Access Points and Courses, which explains Access Points, instructional strategies, and assessment expectations. Student Support Programs and Services supports translation and interpretation services for families whose primary language is not English. Parental consent for Access Points instruction and FAA participation is required each school year. Updates are provided during IEP meetings and progress monitoring reviews.</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>When a perfect score is received or a student demonstrates advanced proficiency, the district team collaborates to review the student’s historical data, including performance prior to and during enrollment in Access courses. This comprehensive review helps provide context for the student’s academic trajectory. Based on the findings, the district works closely with the school to determine appropriate next steps, either continuing to monitor the student’s progress or recommending that the IEP team convene to consider initiating a reevaluation.</p>
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>The LEA’s plan to assist schools in verifying the validity of alternate assessment participation includes conducting annual self-assessments and IEP reviews for all students scheduled to take the FAA. Data are cross-checked against course enrollment, exceptionality records, and parental consent forms to ensure eligibility and compliance. Building-level feedback is provided to schools to address any discrepancies and improve data accuracy. In addition, assigned ESE Administrators monitor implementation throughout the year, support schools in resolving challenges, and track progress to ensure that participation decisions remain valid and aligned with student needs. To further strengthen oversight, Pasco’s Internal Audit Department conducts an annual audit of a sample of</p>

	<p>required ESE documents, providing an additional layer of verification and accountability.</p>
<p>17.</p>	<p>Describe any improvement activities implemented by your LEA in the 2024-25 SY. Were they effective? If not, please describe why your LEA feels that they were not effective and what your next steps are.</p> <p>District staff created a crosswalk to accompany the FAA Considerations form. The crosswalk outlines student participation requirements based on the FAA State Board Rule, grade level expectations, and frequently asked questions. The district also tracks course progressions across schools, particularly if a student moves, which will positively impact building upon standards and skills from previous courses. The LEA feels these activities have been effective, as school-based teams are demonstrating greater success in applying the eligibility process and have an improved understanding of the rationale behind the revisions to Rule 6A-1.0943, F.A.C. Continued monitoring is planned to ensure these improvements are sustained and consistently applied.</p>
<p>18.</p>	<p>Describe your LEA’s AP. List your progress monitoring activity and data source that will assist in determining the effectiveness of the AP. Identify the persons responsible for monitoring the progress of the AP.</p> <p>The LEA will track participation data quarterly using enrollment, TIDE assurance data and student schedules. District staff in Student Support Programs and Services and School Improvement and Accountability will monitor progress.</p>
<p>19.</p>	<p>What professional learning will your staff complete for the 2025-26 SY?</p> <p>Pasco ESE Staff will participate in:</p> <ul style="list-style-type: none"> • District Developed Professional Learning Days • Monthly IEP Training with compliance staff • Targeted New Teacher Orientation including ESE Mentorship • Programmatic Coaching Cycles- Curriculum (ULS) and Behavior supports • FAA Assessment Professional Learning • FAA Data Folio Professional Learning
<p>20.</p>	<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>Pasco will continue working with FDOE and discretionary projects, implement targeted data reviews, and provide coaching to teachers with high FAA participation to ensure alignment to state criteria and reduce overall participation rates.</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.

Monica L. Ila

9/30/25

Signature of Superintendent , Deputy Superintendent

Date

Melissa Mussi White

9/30/25

Signature of Exceptional Student Education
Director

Date

[Signature]

9/30/25

Signature of Director of Data

Date