

Florida Department of Education

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

LEA: Pinellas

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>Each year the data regarding assessment participation is reviewed at multiple times. It is reviewed at the beginning of the year when considering curriculum allocations to schools. In addition, it is reviewed prior to the assessment retake window as well as when assurances are completed. The data is also reviewed with the FLDOE once released. During those reviews, along with monitoring, the district ESE leadership team in collaboration with our Assessment, Accountability and Research department ensures that only students determined eligible and that meet those requirements are assessed on the FAA.</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: 1.3 Math: 1.4 Science: 1.3</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: 1.3 Math: 1.4 Science: 1.3</p>

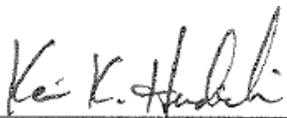
4.	<p>What are your LEA’s percentages of students participating in the Florida Assessment for Student Thinking (FAST) 3-10 Progress Monitoring and End-of-Course (EOC) assessments in the 2024-25 SY in each of the following subjects?</p> <p>ELA: 97.7% Math: 97.1% Science: 96.3%</p>
5.	<p>What is your LEA’s 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% Math: 97% Science: 96%</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>In Pinellas, we have a long-term nursing care facility (Sabal Palms) that provides intensive medical care for children and adolescents with significant medical and cognitive needs. On average, this facility serves 40-50 children/adolescents per year, most of whom qualify for ESE services through Hospital Homebound or on site services at our InD center. In addition, we also have two InD center schools that serve between 170-190 students each per year. The students in these two schools have the most significant cognitive impairments. Our district has many group homes that provide supported living for these individuals. We also have Prescribed Pediatric Extended Care (PPEC) facilities and All Children’s Hospital within our district. As a result, many families choose to reside in Pinellas to access these valuable services.</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): 71.5% Autism Spectrum Disorder (ASD): 41.0% Traumatic Brain Injury (TBI): 0.8% Other Health Impairment (OHI): 18.1%</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>Yes, however, this is due to school sites that have programming for students instructed on Florida Standards on Access Points and having 2 InD centers that serve students with the most significant cognitive delays.</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, 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>Currently, we are not aware of any disproportionate representation of students in the categories above.</p>
10.	<p>How will the LEA seek to assess 95% participation in all assessments, including students with disabilities in all grades and subjects? Review your individual educational plan (IEP) data and identification practices to identify the root cause of why the LEA is under the 95% participation rate and over the 1% threshold for students participating in the FAA.</p> <p>Continued monitoring of completion rates throughout the datafolio and performance task assessment windows with communication with schools to ensure that they meet the 95% participation requirement.</p>
11.	<p>How are IEP decisions in all schools within your LEA consistently implementing the state’s guidelines and criteria regarding which students should take the FAA? (Please consider using the “Checklist for Course and Assessment Participation” for IEP team meetings within your LEA.)</p> <p>Consistent with requirements outlined in s. 1008.22(3)(d)m F.S. and Rule 6A-1.0943, F.A.C. and using the checklist for course and assessment participation, we review the FAA criteria at every annual IEP meeting. We follow all procedures outlined in our State Policies and Procedures manual.</p>
12.	<p>Describe the process and required evidence of finding a student eligible to participate in the FAA using all the criteria in Rule 6A-1.0943, Florida Administrative Code.</p> <p>This is outlined in our State Policies and Procedures manual and posted on our website.</p>
13.	<p>Has your LEA removed students from participating in the FAA using state guidelines? If so, please provide more information, such as how many, what process was followed and any other feedback.</p>

	<p>The year the statute changed, all folders were reviewed. Some students were reevaluated to ensure they still met FAA criteria. If not, the IEP team met to review all documentation and to develop an appropriate IEP to support transition to general education standards. These students received additional services to support instruction in content standards.</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>The first part is done at the IEP meeting when the parent(s) is offered consent. Since Pinellas uses the PEER IEP application, the structure of the questions lends itself to the full explanation and discussion. To ensure that information is provided in the parent’s native language, we use interpreters or an interpreting service for IEP meetings and other conferences/communications. The options in PEER are used for the documents available. Where all languages are not available, an interpreting service is used for translation. This is done at least annually.</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 assessment data is made available, it is reviewed in our Assessment, Accountability and Research Department (AAR), district leadership and school administrators. If a student shows advanced proficiency, the district team in collaboration with the school would review all supporting documentation and provide recommendations for the team to consider.</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>In addition to school-based monitoring, a staff member in the AAR Department is designated to monitor student counts, therefore ensuring the validity of the number of students taking the FAA. Random sampling of IEPs for accuracy in determination takes place throughout the year. Any school that has units for students instructed on Access Standards is expected to conduct a self-assessment to randomly monitor that the criteria is still met and to monitor student performance.</p>
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>

	We have seen a reduction in the percentage of students who are assessed on the FAA as a result of our ongoing monitoring and PD for staff.
18.	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. This is outlined in our State Policies and Procedures manual and posted on our website. The people responsible for monitoring the progress of the AP are Executive Director of ESE, Director of ESE and Senior Coordinator of District Assessments
19.	What professional learning will your staff complete for the 2025-26 SY? Professional development will focus on the key indicators when considering FAA eligibility.
20.	What other additional actions does your LEA plan to implement to ensure the reduction of the percentage of students participating in the FAA? Just in time case review and coaching for teams who are looking at potential FAA eligibility provided by compliance staff.

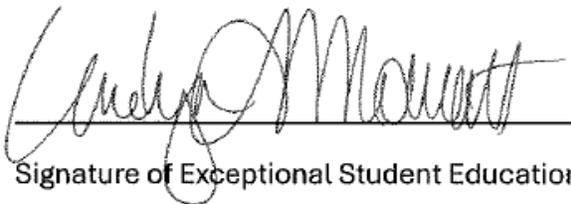
By submitting this LEA justification AP, the LEA verifies that all the information provided is valid and accurate and can provide any requested documentation of evidence.



Signature of Superintendent

9/29/2025

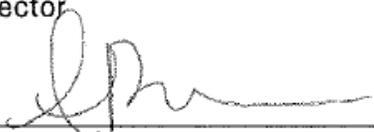
Date



Signature of Exceptional Student Education Director

9/29/2025

Date



Signature of Director of Data

9/29/2025

Date