

# FLORIDA DEPARTMENT OF EDUCATION



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**K-12:** 2006-60

## MEMORANDUM

**To:** District School Superintendents  
High School Principals

**From:** Cheri Yecke, Ph.D.

**Date:** May 2, 2006

**Subject:** **ASSISTANCE TO GRADES 11 and 12 STUDENTS WHO HAVE NOT EARNED PASSING SCORES ON THE FCAT FOR 2005-2006**

We anticipate that the results for the 2006 Florida Comprehensive Assessment Test (FCAT) administered to grades 11 and 12 students in March will be sent to school districts soon. All grades 11 and 12 students who took the FCAT in March and did not earn a passing score should be provided information regarding opportunities for assistance and support immediately upon receiving their results. These efforts are in accordance with the Department's commitment to focus on maximizing student achievement.

CHERI PIERSON YECKE, PH.D.  
CHANCELLOR, K-12 PUBLIC SCHOOLS

District School Superintendents and High School Principals

May 2, 2006

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To provide you and your staff with assistance, please find enclosed the following materials:

- Sample Planning Checklist for Grades 11 and 12 Students Who Have Not Earned Passing Scores on the Grade 10 FCAT for 2005-2006
- Grade 12 FCAT Information 2005-2006
- Sample Parent Letter-*Education and Exit Options for Students Who Did Not Earn Passing Scores on the Grade 10 FCAT* from the School Principal in English and Spanish
- *Stay in the Loop* Student Information Sheet for Seniors
- *FCAT Fact Sheet for 2005-2006 High School Juniors and Seniors*
- Contact Information for Department of Education Staff

We strongly recommend that your guidance counselors schedule a time to meet with each student who took the FCAT in March to review his or her graduation plan and recent scores. This is an important time for face-to-face interaction with these students to provide support and information regarding opportunities for success. It is critical that these students receive immediate and appropriate information regarding their scores and the opportunities for remediation and other options, such as the GED Exit Option and summer school. We strongly urge you to provide a copy of *Stay in the Loop* to each senior. We also recommend that you provide a copy of *FCAT Fact Sheet for 2005-2006 High School Juniors and Seniors*. This resource is designed to provide specific information regarding the Grade 10 FCAT and how students can access assistance at their school.

School staff can use the sample planning checklist to plan instruction and academic interventions for students and to develop a continuing education plan that may include continued intervention programs such as summer school, tutoring, FCAT Explorer, adult education, work study programs, mentoring, and thirteenth year study options. Intensive reading intervention courses must be provided for all students who have not passed the FCAT in reading.

Thank you for your continued commitment to Florida's education goal of highest student achievement. Through your efforts and those of teachers and guidance personnel, we will fulfill our commitment to ensuring that Florida's students are prepared for a successful future. Let's continue to work together to help all of our students succeed.

CY:sml

Attachments

cc: Community College Presidents  
Assistant Superintendents for Curriculum and Instruction  
Secondary Education Directors  
Student Services Directors  
Guidance Supervisors  
ESE Directors  
Title I Coordinators  
Dropout Prevention Coordinators  
Adult and Community Education Directors  
Technical Center Directors

**Florida Department of Education**  
**Sample Planning Checklist for Grades 11 and 12 Students Who Have Not**  
**Earned Passing Scores on the Grade 10 FCAT**  
**2005-2006**

High school juniors and seniors who have not yet earned passing scores on the Grade 10 Florida Comprehensive Assessment Test (FCAT) continue to need assistance from their schools and the community. This assistance must be customized to meet the student's individual needs, as each has unique concerns and options for continuing his or her education. A case management team consisting of at least the student, parent(s), and guidance counselor (or other school staff member) should consider all the information related to the student to determine a proper course of action. The following is a planning checklist that can help guidance counselors and other school staff manage this process and ensure that students have the best opportunity to succeed on the FCAT in future administrations.

**A guidance counselor or other member of the school staff identifies all juniors and seniors who have not earned passing scores on the FCAT and meets with the student and parent.**

\_\_\_\_\_ **Explain the implications of not earning passing scores on the FCAT.**

Florida law requires that students achieve a passing score on the Grade 10 FCAT to qualify for a standard high school diploma (Section 1008.22(3)(c)5, Florida Statutes).

For high school seniors with disabilities, refer to K12 memo: 2005-170, dated December 14, 2005, "Waiver Form for the Florida Comprehensive Assessment Test," available on line at

[http://info.fldoe.org/docushare/dsweb/Get/Document-3434/k12\\_05\\_170memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3434/k12_05_170memo.pdf)

and attachment available online at

<http://www.firn.edu/doe/commhome/fcat/fcatwaiv.pdf>.

\_\_\_\_\_ **Review the student's FCAT scores, which are stated on the Individual Student FCAT Report, and analyze FCAT content areas and benchmarks to identify remediation needs.**

Students who were administered the Grade 10 FCAT for the first time during the 2001 administrations must earn a developmental score of 1856 (passing score of 287) or higher in reading and 1868 (295) or higher in mathematics.

Students who were administered the Grade 10 FCAT for the first time during the 2002 administrations must earn a developmental score of 1926 (passing score of 300) or higher for reading and 1889 (300) or higher for mathematics.

\_\_\_\_\_ **Review the student's overall school performance, comparing it to requirements for graduation with a standard diploma.**

▪ Course credits (Refer to the DOE Student Progression Website for DPS MEMO 05-129: Florida's Guide to Public High School Graduation)

<http://www.firn.edu/doe/commhome/12grade/new-grad.htm>

▪ Minimum cumulative grade point average (GPA) of 2.0 on a scale of 4.0 for the traditional graduation program or the specific GPA for the three-year graduation program

▪ Additional local school district requirements

\_\_\_\_\_ **Identify barriers that exist for the student, including, but not limited to:**

poor student attendance

lack of school programs

lack of resources

lack of available staff who have expertise in intervention

lack of career goals/plans

\_\_\_\_\_ **Determine the area(s) in which the student needs intervention.** The student's specific area(s) of reading and/or mathematics deficiencies must be diagnosed using all available information, including FCAT reports, class reports, teacher observations, and other diagnostic instruments.

\_\_\_\_\_ **Check the student's current schedule to ensure that the student is enrolled in coursework related to his or her FCAT deficiencies and/or that the student has been placed in the proper intervention studies.** If course changes are appropriate, these should be scheduled at the same meeting with the parent. The student's schedule should reflect supplemental or intervention program/courses to support FCAT remediation. (Students who have not passed the FCAT in reading must be enrolled in an intensive reading intervention course.)

\_\_\_\_\_ **Check to see if the student has a four year (plus) career and education plan based on a career pathway or cluster.** Students can identify their interests and skills on Florida Choices Planner (<http://www.florida.access.bridges.com>) and generate a list of matching occupations and programs of study. Career goals will add purpose to further studies to pass the FCAT and finish high school.

\_\_\_\_\_ **Review the student's current Academic Improvement Plan (AIP) with the student and parent.** The AIP must focus on the student's intervention needs and must include a process for monitoring student progress and the effectiveness of instructional strategies and the academic program.

\_\_\_\_\_ **Revise the AIP to reflect any additional academic interventions that are needed and to ensure that the most effective intervention strategies are provided.** The plan must include a process for frequent progress monitoring to determine effectiveness of intervention strategies and to enable staff to modify plan if strategies are not effective.

Document that the parent or guardian is aware of the plan for his or her child and understands the options for continuing education available in the event that the student does not earn passing scores on the spring/summer 2006 administration of the FCAT.

Schedule regular follow-up meetings to monitor the student's progress and the effectiveness of the interventions.

If the student does not earn passing scores during the spring/summer administration of the FCAT, meet again to select one (or more) of the continuing education options available in your district. Develop a continuing education plan and timeline of activities. Intervention classes and other activities, such as tutoring, should address the student's specific deficiencies. If the summer school option is chosen and the student is not successful in meeting the requirements for graduation during the summer, the case management team should meet again to determine the next option for success. Ensure that students and parents are aware of the full range of alternative educational programs available in the district and of all high school completion options, including the standard diploma, GED Exit Option, certificate of completion, Common Placement Test (CPT)-eligible certificate of completion and adult education.

<b>GED Exit Option Model</b>	
<p>The GED Exit Option Model is an effective strategy for students who do not have the required credit hours, do not have the required GPA, or have not earned passing scores on the FCAT. Students must be at least 16 years of age and currently enrolled in a K-12 public school.</p>	
<p>The GED Exit Option Model requires that the student continue to be enrolled in courses leading to a standard high school diploma. If the student takes and passes the GED tests before the end of the school year, he or she can graduate with a State of Florida Diploma and participate in all graduation activities.</p>	

Twelfth grade students scheduled to graduate in the 2005-2006 school year who have attained the ACT or SAT scores concordant with the FCAT passing scores shown below shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [sections 1003.43 (5) (a) (General requirements for high school graduation.--) and 1003.429 (6) (a) (Accelerated high school graduation options.--), Florida Statutes].

<b>Concordant Scores for 2005-2006</b>			
<b>Reading</b>		<b>Math</b>	
FCAT	300	FCAT	300
SAT	410	SAT	370
ACT	15	ACT	15

Track the success of the student and communicate with the parent and student concerning progress.

**Florida Department of Education  
Grade 12 FCAT Information  
2005-2006**

**Florida Comprehensive Assessment Test (FCAT) results for grade 12 students are targeted to arrive in districts by the end of April 2006. Districts will receive individual student FCAT reports.**

This report contains individual students' scores for the Reading and Mathematics Sunshine State Standards portion of the grade 10 FCAT. Passing scale scores for the 2004 grade 10 FCAT are 1926 or above for reading and 1889 or above for mathematics. Students who took the grade 10 FCAT for the first time during the 2001 administrations must earn a passing scale score of 1856 or higher in reading and 1868 or higher in mathematics.

**FCAT Summer Administration Schedule**

The next reading and mathematics FCAT administration for rising grades 12-13 regular high school students is in June. Please check with your local district assessment office for test dates. School guidance counselors will also be able to provide students and parents with more information about test schedules and test sites.

**Other FCAT Interpretive Materials** (available in a separate shipment to districts and schools)

*Understanding 2006 FCAT Reports* is a booklet that provides information about the FCAT student, district, and school reports. Samples of reports, an explanation of the reports, and a glossary of technical terms are included. Distribution to districts is scheduled to coincide with the delivery of student reports. The booklet may be downloaded from the Department of Education Web site at <http://www.firn.edu/doe/sas/fcat.htm>.

*Keys to FCAT 2006, Grades 9-10* are booklets that contain information for parents and students preparing for FCAT Reading, Writing, and Mathematics. They are distributed to districts each January. The 2004 publications are translated into Spanish and Haitian Creole and are available, along with the *Keys to FCAT* in English, on the Department of Education Web site at <http://www.firn.edu/doe/sas/fcat.htm>. Success on the Reading and Mathematics Sunshine State Standards portion of the FCAT can best be understood by focusing on the "Achievement Levels" where a Level 3 or higher means that the student has scored at or above grade level.

**Additional Web Resources**

FCAT sample reading and mathematics test materials and released items for grade 10 students (<http://www.firn.edu/doe/sas/fcat.htm>)

FCAT sample reading and mathematics test materials and released items for grade 10 students ([www.fcatexplorer.org](http://www.fcatexplorer.org))

**Section 1008.22(3)(c)5, Florida Statutes**

State law authorizes the State Board of Education to designate a passing score for each part of the grade 10 assessment test. School staff should explain to families why the Sunshine State Standards are important, what their child's scores mean, and why their child should participate in appropriate intervention and retake the FCAT.

## SAMPLE PARENT LETTER

Date:

Dear Parent or Guardian:

Your grade 12 student took the Grade 10 Florida Comprehensive Assessment Test (FCAT) in March. Because your child did not earn a passing score in either reading or math, or both, your child is not currently eligible to receive a standard high school diploma. However, if your child passes the FCAT when the test is given in June and meets all other graduation requirements, he or she will be able to graduate with a standard high school diploma. So it is very important that your child receive help immediately to learn the skills needed to be ready to meet graduation standards when he or she takes the FCAT in June. Now is the time for all of us to work together with intensity to give your child the best chance for success.

Your child's guidance counselor will meet with you and your child to discuss appropriate intervention for your child. This is a chance for you to get information about the types of help available to prepare your child for the FCAT. It is very important that your child receive intervention services in the specific areas of reading and/or math that he or she needs in order to pass the FCAT. The guidance counselor will also be able to give you information about continuing education options for students who have not earned passing scores on the FCAT, including alternate assessment options (ACT and SAT), continuation of high school education, summer school, the General Educational Development (GED) Exit Option Program, adult education high school diploma, certificate of completion, and the Common Placement Test (CPT)-eligible certificate of completion.

Unfortunately, most young people who leave high school without a diploma never return to school for more education. The lack of a high school diploma limits options for employment and career advancement in adult life. I encourage you to help your child focus on the skills needed to pass the FCAT so your child will have greater opportunities in the future.

We believe all children can learn and all students can succeed. We are anxious to continue working with you and your child to ensure that he or she reaches his or her personal and professional goals. Please contact your child's guidance counselor today. Thank you for your commitment to supporting your child in this very important endeavor.

Sincerely,

Principal

## CARTA EJEMPLO PARA LOS PADRES

Fecha

Estimado Padre o Tutor:

Su hijo(a) que está en el 12 grado , tomó la prueba del FCAT (*Florida Comprehensive Assessment Test*) en el mes de marzo. En vista que no obtuvo la puntuación necesaria para aprobar la parte de lectura o la de matemáticas, o ambas, no es elegible para recibir el diploma regular de la escuela secundaria. Sin embargo, si su hijo(a) aprueba el FCAT cuando lo realice nuevamente en el mes de junio, y reúne todos los otros requisitos necesarios para recibir el diploma regular, el o ella podrá graduarse de la escuela secundaria. Por lo tanto, es muy importante que su hijo(a) reciba inmediatamente ayuda para obtener los conocimientos necesarios y así conseguir la puntuación requerida para pasar la prueba FCAT en junio. Este es el momento de que todos trabajemos juntos y con intensidad para darle a su hijo(a) la mejor oportunidad de alcanzar el éxito.

El(La) consejero(a) escolar se reunirá con usted y con su hijo(a) para decidir el programa de repaso que su hijo(a) necesita. Esta es la oportunidad para obtener información sobre los diferentes tipos de ayuda disponibles para preparar a su hijo(a) para obtener su diploma. Es muy importante que su hijo(a) reciba un programa de recuperación en las áreas específicas de lectura y matemáticas que el(ella) necesita para aprobar el FCAT. También le podrá dar información sobre las diferentes opciones disponibles para aquellos estudiantes que no pasen la prueba FCAT, incluyendo la opción de tomar una examinación alterna (ACT y SAT), la continuación de sus estudios de la escuela secundaria, los programas de estudio durante el verano, la prueba del GED (*General Educational Development*, ) y el *Exit Option Program*, las clases de educación para adultos para obtener el diploma de la escuela secundaria, el *Certificate of Completion (certificado de terminación)*, y la prueba de *Common Placement Test (CPT)-Elegible Certificate of Completion (CPT elegible para certificado de terminación)*.

Desafortunadamente, la mayoría de los jóvenes que salen de la escuela secundaria sin obtener un diploma, nunca regresan a la escuela para continuar su educación. El hecho de no obtener el diploma de la escuela secundaria, limita las oportunidades de trabajo y el avance de su carrera profesional en su vida. Por favor ayude a su hijo(a) a aprender lo que necesita para pasar la prueba FCAT, ya que con eso tendrá mayores oportunidades en el futuro.

Nosotros sabemos que todos los niños pueden aprender y todos pueden triunfar. Deseamos continuar trabajando con usted y su hijo(a) para asegurarnos que alcance todas sus metas profesionales. Por favor, comuníquese con el(la) consejero(a) de la escuela hoy mismo. Gracias por comprometerse a ayudar a su hijo(a) en esta tarea tan importante.

Atentamente,

Director

# STAY IN THE LOOP!

If you're a high school senior and you haven't passed the FCAT yet, you may feel discouraged. Now is the time for you to take your future into your own hands and do what it takes to succeed. Think about the possibilities. Talk to your family, teachers, and guidance counselor. And most of all, stay in school and stay in the Learning Loop!

## TAKE THE FCAT AGAIN.

Your school has the know-how to teach the skills you need for the FCAT. Take advantage of it! Sign on for the extra instruction you will be offered; do your best, and take the FCAT again in June. You could also sign up for summer school or come back to school for part of next year in order to brush up on your skills so you'll be ready for the FCAT.

## TAKE AN ALTERNATIVE ASSESSMENT - ACT OR SAT.

A senior may use alternate assessment (ACT or SAT) scores that are concordant with the FCAT passing scores to satisfy the assessment requirement for a standard high school diploma. See your guidance counselor for more information.

## TAKE THE GED EXIT OPTION.

Stay in school and enroll in a GED Exit Option program. Then, if you pass the GED tests before the end of the school year, you can graduate with a State of Florida diploma and participate in graduation activities. Did you know that a GED is no different than a diploma? In fact, the Surgeon General of the United States is a GED recipient. The possibilities are endless!

## TAKE A CPT-ELIGIBLE CERTIFICATE OF COMPLETION. THEN CONTINUE YOUR EDUCATION.

If you earn all your required course credits and have at least a 2.0 GPA, you can receive a CPT-eligible certificate of completion. That will let you enroll in community college or postsecondary career and technical education programs. Take the CPT (Common Placement Test), and if you make a high enough score, you can take college credit courses. Even if you don't make the cut-off score, you can start with remedial courses at the community college, and later, you may be able to move on to college credit courses.

## TAKE A CERTIFICATE OF COMPLETION. THEN CONTINUE YOUR EDUCATION.

If you earn all your required course credits but don't have a GPA of 2.0 or higher, you can receive a certificate of completion. The certificate of completion does not carry any of the privileges of a standard high school diploma, so you should still sign up for summer school, return to school next year, or enroll in a GED preparation program.

## TAKE COURSES THROUGH ADULT HIGH SCHOOL.

Once you are out of school, you can sign up for adult high school credit courses. You'll still need to pass the courses have a 2.0 GPA and pass the FCAT to get a diploma from your school district, but you can continue your education. Students who are still enrolled in the K-12 program may take additional credit courses through the Adult High School programs as a co-enrolled student to earn credits necessary for the standard high school diploma.

## TAKE THE GED AS AN ADULT.

Once you are out of school, you can sign up for an adult education GED preparation program. This program is offered at technical centers, adult and community education centers, and community colleges. Some community-based organizations may also offer preparation programs but the tests must be administered at an official GED Testing Center. However if you pass the GED tests, you will receive a State of Florida diploma.

## THESE OPTIONS ARE ONLY AVAILABLE FOR STUDENTS WITH DISABILITIES.

- Some students with disabilities are eligible for an FCAT waiver.
- Students with disabilities who have not yet earned a standard diploma may stay in school until their 22nd birthday.

## Florida Department of Education

Contact Information for Department of Education Staff  
Grades 11 and 12 Students Who Have Not Earned Passing Scores on the Grade 10 FCAT  
2006-2007

### General Curriculum

Kate Kemker  
(850)245-9868  
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### Career Guidance

Zelda Rogers  
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### Mathematics

Patrick Wright  
(850)245-0830  
[patrick.wright2@fldoe.org](mailto:patrick.wright2@fldoe.org)

### Adult Education Assessment, GED Preparation Program, Adult High School, ESOL

Teresa Bestor  
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### Assessment – Career Education

Jane Silveria  
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### Exceptional Student Education

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### Assessment

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### Family and Community Involvement

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### GED Exit Option

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### Reading

Evan Lefsky  
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### School Improvement

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### English for Speakers of Other Languages- K12

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### General Education Development Testing

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### Academic Advisement

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