

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

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.

GED Exit Option Model

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.

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.

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].

Concordant Scores for 2005-2006			
Reading		Math	
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.