

Attachment A:

2011 FCAT 2.0/Florida EOC Assessment Instructional Validity Study

Purpose of Study

The purpose of the study described herein is to document whether all students are being afforded the opportunity to learn the Next Generation Sunshine State Standards (NGSSS) defined by course descriptions and measured by the Grade 10 FCAT 2.0 Reading and the Algebra 1/Biology 1/Geometry End-of-Course (EOC) Assessments.

Study Design

The Florida Department of Education's instructional validity study will place primary responsibility on each school and every district to document that instruction on the assessed benchmarks is provided to students across grade levels. While the instructional validity study may be generally successful, any individual school or district could be challenged if there is unclear evidence that students are being afforded the opportunity to learn the tested content.

The instructional validity study will be based on a "self study" approach in which each district will provide documentation based upon a review of its curriculum and instructional procedures. In addition, the Department will maintain documentation of certain products and services that form a foundation for statewide instructional validity. The study components are as follows.

Florida Department of Education Actions

1. Public Awareness. The Department will document how the NGSSS were developed, adopted by the State Board of Education, and disseminated to the local school districts, boards of education, and schools. In addition, documentation will include identification of publications, websites, and other communication efforts that served to inform the public, students, parents, and educators about the standards and assessments.
2. Implementation Materials and Tools. The Department will describe the various publications, tools, and services that have been prepared to support instruction on the NGSSS and the benchmarks measured by the FCAT 2.0/EOC assessments.
3. FCAT 2.0/EOC Design and Implementation. The Department will document how the assessments were constructed and how assessed benchmarks were identified. Documentation will be provided to show how the student, school, and district reports of results are communicated to parents, students, and educators.
4. Student Success. Beginning with the spring 2012 test administration, the Department will monitor the number of students who have not earned a passing score on each assessment. As the test is re-administered and previously failing students are retested, updated reports will be generated.

School District Actions

1. Public Awareness. Each school superintendent will document actions taken by the school board and district administrators to communicate the NGSSS and course requirements, and the FCAT 2.0/EOC graduation test requirements to the community and parents of students. Such documentation, for example, would include any presentations to the local school board, district-approved student progression plan, news releases, speeches, memoranda, letters to parents, etc.

Use the following question to document that the above criterion has been met.

1-1. What actions have the district taken to communicate the NGSSS and course requirements, and the FCAT 2.0/EOC graduation test requirements to the community and parents of students? Describe each action taken, when it was done, and the specific audience(s) included.

2. Educator and Student Understanding. Each school superintendent will document actions taken by the school board and district administrators to communicate the NGSSS and course requirements, and the FCAT 2.0/EOC graduation test requirements in a timely fashion to school administrators, teachers, counselors, and students. Such documentation, for example, would include items such as announcements, training programs, student counseling sessions, memoranda, student handbooks, etc.

Use the following question to document that the above criterion has been met.

2-1. What actions have the district taken to communicate the NGSSS and course requirements, and the FCAT 2.0/EOC graduation test requirements to the school administrators, teachers, counselors, and students? Describe each action taken, when it was done, and the specific audience(s) included.

3. Curricular Validity. Each school superintendent will document actions taken by the district administration and school board to adopt the NGSSS and to integrate the benchmarks defined by course descriptions and measured by the FCAT 2.0/EOC assessments into the curriculum and instructional program. Such documentation should demonstrate that district and school administrators and teachers took steps to adopt instructional programs and materials that present and reinforce the benchmarks defined by course descriptions and measured by the FCAT 2.0/EOC assessments. Documentation should demonstrate multiple opportunities to learn and review the tested skills prior to the first administration of the graduation test. Grade 11-12 reading instruction is relevant only to remediation efforts provided to students who have not yet earned passing scores.

Use the following questions to document that the above criterion has been met.

3-1. What actions have been taken by the district to integrate the NGSSS and the benchmarks defined by course descriptions and specifically measured by the FCAT 2.0/EOC assessments into the district's curriculum? Describe the actions taken and when they were done.

3-2. What actions have been taken by the district to assure that instructional materials and programs present and reinforce the NGSSS and the benchmarks defined by course descriptions and specifically measured by the FCAT 2.0/EOC assessments? Describe the actions taken and when they were done.

4. Instructional Validity. Each school superintendent will coordinate documentation at the school level to substantiate that the NGSSS and the FCAT 2.0/EOC benchmarks defined by course descriptions are actually being taught. Documentation from teacher lesson plans, class activities, grade books, teacher tests, teacher surveys, and classroom observations would be appropriate evidence.

Use the following questions to document that the above criterion has been met.

4-1. What actions have been taken by the district to infuse the NGSSS and the benchmarks defined by course descriptions and specifically measured by the FCAT 2.0/EOC assessments into classroom teachers' instructional activities? Describe the actions taken and when they were done.

4-2. What evidence is available to substantiate that teachers are actually teaching the FCAT 2.0/EOC benchmarks defined by course descriptions to all students pursuing a standard high school diploma?

4-3. What evidence is available to substantiate that ESE and LEP students who are pursuing a regular high school diploma are provided instruction that will give them the opportunity to learn the tested content?

5. Student Remediation. Each school superintendent will coordinate documentation at the school level to substantiate that students who fail required FCAT 2.0/EOC assessments, beginning in the 2010-11 school year and thereafter, are provided remedial instruction designed to assist them in learning the benchmarks defined by course descriptions that are measured by the assessments. The district will describe the remedial programs that (1) currently are available and (2) are planned for these students.

Beginning with the school year 2010-2011 (the class of 2013), each district will monitor the progress of each student who has not passed the Grade 10 FCAT 2.0 Reading, and in 2011-2012, a required EOC assessment.

Use the following questions to document that the above criterion has been met.

5-1. What actions have been taken by the district to provide remedial instruction to students who have not earned passing scores on the Grade 10 FCAT 2.0 Reading or EOC assessment? Describe the instructional opportunities and when they would be available to students.

5-2. How will the schools guide students into the appropriate Grade 10 FCAT 2.0 Reading or EOC assessment remedial instructional programs?

5-3. How will the schools monitor whether students meet the Grade 10 FCAT 2.0 Reading or EOC assessment graduation requirements?

Documentation

Each district superintendent is responsible for implementing the 2011 FCAT 2.0/EOC instructional validity study following the model specified herein. The documentation provided by each superintendent should be a descriptive summary for the district; school-level documentation will be maintained at the local level. There is no need to submit textbooks and other materials to the Department. Superintendents are advised to assemble the various materials and instructional programs that provide students with the opportunity to learn the FCAT 2.0/EOC benchmarks defined by course descriptions and to update such documentation regularly. This will be quite helpful if there is any future litigation. If each district completes its assigned task with thoroughness, the instructional validity of the graduation tests will be assured.

Each school district superintendent will coordinate the collection of information needed to document instructional validity. Each of the specified questions must be answered in writing by each superintendent based on a school district self-examination. Each question specifies the area to be reviewed and the type of information that is needed.

The report should not include textbooks, reference materials, teacher lesson plans, videos, photographs, etc. It is acceptable to include illustrative materials to substantiate a point being made in the report's text. The report should be accompanied by a letter of transmittal, dated and signed by the superintendent.

The final report, including a cover memo signed by the superintendent indicating approval of submission, from each district is to be received by the Florida Department of Education no later than February 1, 2012. Send the report to:

Mary Jane Tappen
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Florida Department of Education
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Tallahassee, Florida 32399-0400