

# FLORIDA DEPARTMENT OF EDUCATION



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**K12:** 2005-51

## MEMORANDUM

**To:** District School Superintendents

**From:** Jim Warford

**Date:** April 21, 2005

**Subject:** **ASSISTANCE TO 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE STUDENTS WHO HAVE NOT EARNED PASSING SCORES ON GRADE 10 FCAT FOR 2004-2005**

Florida continues to focus resources to support student preparation to successfully advance to the next grade level and graduate with a standard high school diploma. It is important to increase the proficiency level of all students by supporting rigorous and relevant curriculum in the classroom, appropriate remediation for students at risk of academic failure, and academic advisement that will enable high school students to earn credits and passing scores on the Grade 10 Florida Comprehensive Assessment Test (FCAT) in order to graduate with a standard diploma.

**JIM WARFORD**  
*K - 12 Chancellor*

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The results of the March 2005 administration of the Grade 10 FCAT will be mailed to your districts during the next several weeks. Florida law requires districts to provide appropriate remediation activities for students who did not earn passing scores. Additionally, students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternative assessment by the end of twelfth grade must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer;
- Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate;
- Participation in an adult general education program.

It is essential that you continue to prioritize resources and efforts to prepare these students for success on the June test administration and provide information regarding continuing education opportunities in your district, such as summer school, tutoring, FCAT Explorer, GED Exit Option, and adult education. It is important for there to be face-to-face interaction with these students to provide support and information about opportunities for success. We strongly recommend that your school 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.

The Department will mail printed copies of *Best Practices for Using FCAT Explorer with 11<sup>th</sup> and 12<sup>th</sup> Grade Students* and *Stay in the Loop* to the district Assistant Superintendents for Curriculum and Instruction in sufficient quantities for distribution to high school teachers and students respectively. To provide you and your staff with assistance, please find attached the following materials:

- Examples of remediation activities reported by school districts for 11<sup>th</sup> and 12<sup>th</sup> grade students who have not earned passing scores on the Grade 10 FCAT for the 2004-2005 school year. We encourage you to continue implementing and enhancing remedial activities for these students to ensure their success on the June administration of the FCAT. Additional information regarding the CPT-Eligible Certificate of Completion can be found in a Technical Assistance Paper at <http://info.fldoe.org/dscqi/ds.py/Get/File-1861/TAP.pdf>.
- *Best Practices Guidelines for Using FCAT Explorer with 11<sup>th</sup> and 12<sup>th</sup> Grade Students*. This document is designed for teachers and is intended to target issues unique to using the FCAT Explorer program as part of the instructional plan for

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helping high school students prepare to re-take and pass the FCAT. The guidelines provide helpful information for maximizing the FCAT Explorer to support classroom instruction, using the reports to monitor students' progress, and outlining the unique features of the practice programs in reading and mathematics. You may access these guidelines online at [www.fcatexplorer.com](http://www.fcatexplorer.com). From the FCAT Explorer home page, click Educator Resources, then click the link for *Best Practices Guidelines for Using FCAT Explorer with 11<sup>th</sup> and 12<sup>th</sup> Grade Students* under the School Resources/General Resources column. You will also find a link for a more comprehensive set of *Best Practices Guidelines* for all students at this site.

- *Stay in the Loop* student information flier

Thank you for your continued commitment to Florida's education goal of highest student achievement. Working together, we can increase learning and completion at all levels.

JW:mjbo

#### Attachments

cc: Assistant Superintendents for Curriculum and Instruction  
Directors of Secondary Education  
High School Principals  
Guidance Supervisors  
Student Services Directors  
High School Guidance Counselors

# FLORIDA DEPARTMENT OF EDUCATION

## Examples of Remediation Activities Reported by School Districts for 11<sup>th</sup> and 12<sup>th</sup> Grade Students Who Have Not Earned Passing Scores on the Grade 10 FCAT for the 2004-2005 School Year

### Activities provided during the school day:

#### ***Remedial Classes***

- Students who have not passed the FCAT are required to take an intensive reading or mathematics course in addition to their regularly scheduled English or mathematics course. Courses include intensive remediation and students earn elective credit toward high school graduation.
- FCAT Review Class is provided to all students who have not passed the FCAT. Students earn elective credit.
- A sequence of courses in reading that loop for all level 1 and 2 students has been designed. Students are required to participate in intensive remediation courses and parents are sent a certified letter regarding the essential need for their child to pass the FCAT and earn a high school diploma.
- Students' schedules are restructured to provide intensive reading and/or mathematics remediation during the school day.

#### ***Use of Technology***

- Students are provided with laptop computers to ensure they can access remediation, including FCAT preparation materials and FCAT Explorer. Teachers schedule time during the day for students to use computers to access the remediation.
- Technology system has been purchased or developed that provides information for teachers to manage and mine data from multiple sources and assessments to be used to develop students' AIPs.

#### ***Performance Mentoring***

- District developed benchmark assessment test, which has been shown to have high predictability for performance on FCAT, given in November. Data used to develop AIPs to provide interventions such as after school program, Saturday programs, and specific remediation classes during the school day.
- Focus lessons and mini-assessments have been developed to teach reading across all curriculum areas, including social studies, science, physical education, and art. Reading coaches assist content area teachers with strategies for teaching reading in their areas.
- Data have been disaggregated to identify students' deficiencies and schools developed reading strategies to be used by content area teachers.

#### ***Guidance***

- School counselors meet individually with students to provide student success skills and support additional remediation efforts.
- Case management model is utilized in which the principal assigns juniors and seniors who have not passed the FCAT to school staff, including student services personnel and career specialist. School staff meets with each student and his or her parents to design remediation program that may include Saturday tutorials, after school program, FCAT Explorer, intensive remediation classes.

#### ***Other Classes***

- Reading coaches work with subject area teachers to incorporate reading strategies in other content areas and facilitate mentoring for level 1 students.
- School day extended one hour for all students in low performing schools beginning January 2005. During this time, level 1 and 2 students receive intensive remediation and level 3+ students will participate in enrichment activities. The school year has also been extended ten days. Principals meet with students on a regular basis.

**Activities provided during extended school day or on Saturdays:**

- Credit retrieval program has been developed for students who are credit-deficient and who have not passed the FCAT. Program is provided after school and includes remediation for FCAT.
- Nine-one-one program designed to provide Saturday school. High quality teachers provide intensive remediation for students based on individual diagnosis of deficiencies. District provided letters to students' employers to provide excuse from work to attend Saturday school.
- After school program provides intensive remediation, transportation, and food for students. The transportation and food have increased the number of eligible students who participate in this opportunity.
- Many districts have implemented after school programs and are working to increase the number of eligible students who actually participate (several districts provide transportation, which has increased participation).
- All students who participate in extracurricular activities are required to participate in after school study hall in which low-performing students are provided intensive remediation and on-grade-level students participate in preparation activities for SAT and ACT. Since all students are required to participate, there is no stigma for level 1 and 2 students.
- Students who have not earned passing scores on the grade 10 FCAT are required to participate in after school programs in order to be eligible to participate in extracurricular activities.