

**Florida Department of Education**  
**Sample Planning Checklist for 12th Grade Students Who Have Not Earned**  
**Passing Scores on the Grade 10 FCAT**  
**2003-2004**

High school 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 differing 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 to 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) 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 the May 2, 2003, memo, "Legislative Changes in High School Graduation Requirements for Students with Disabilities That Impact This Year's Seniors" (available online at <http://info.fldoe.org/dscgi/ds.py/Get/File-1104/LegislativeChangesSupt.pdf>). Also refer to DPS Memo # 04-060, dated December 18, 2003, "2003-2004 Waiver Form for the Florida FCAT" (available online at <http://info.fldoe.org/dscgi/ds.py/Get/File-1711/FCATmemo.pdf> and attachment available online at [http://info.fldoe.org/dscgi/ds.py/Get/File-1746/DPS\\_04-060waiver.pdf](http://info.fldoe.org/dscgi/ds.py/Get/File-1746/DPS_04-060waiver.pdf)).
  
- **Review the student's FCAT scores, which are stated on the Individual Student FCAT Report, and determine how many points the student's FCAT score(s) are below the required passing scores.**
  - Students who were administered the Grade 10 FCAT for the first time during the 2001 administrations must earn a passing 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 “High School Graduation Requirements” at <http://www.fldoe.org/cc/Chancellor/Newsletters/clips/articulationchart-synthesis1.asp> )
- Minimum cumulative grade point average (GPA) of 2.0 on scale of 4.0
- 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 high expertise in remediation.

\_\_\_ **Determine the FCAT area(s) in which the student needs remediation.**

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.

\_\_\_ **Review student’s current academic improvement plan (AIP) with the student and parent.**

\_\_\_ **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 remediation studies.** If course changes are appropriate, these should be scheduled at the same meeting with the parent.

\_\_\_ **Revise the AIP to reflect any additional remedial academic interventions that are needed.**

\_\_\_ **Document that the parent or guardian is aware of the remediation 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 June 2004 administration of the FCAT.**

\_\_\_ **Schedule regular follow-up meetings to monitor progress.**

\_\_\_ **If the student does not earn passing scores during the June 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. Remediation 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.

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