

Florida Department of Education  
**2003-2004 WAIVER OF FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) GRADUATION REQUIREMENT  
FOR STUDENTS WITH DISABILITIES**

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, passed by the 2003 Legislature, requires that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

The ENNOBLES Act also provides, at section 1003.43(11)(b), Florida Statutes (F.S.), for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the individual educational plan (IEP) team must meet during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22<sup>nd</sup> birthday or, or at the option of the school district, the school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the FCAT must receive intensive remediation. Additional funds to support remediation activities have been provided to districts through their IDEA grant. To help evaluate the effectiveness of such remediation and ensure each student has had every opportunity to pass the FCAT, the student must participate in the March administration of the FCAT during his/her senior year. Sections One through Five below must be completed for the student being considered for the FCAT waiver.

**SECTION ONE: STUDENT INFORMATION**

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In order to be considered for the waiver from the FCAT graduation requirement, the student must **1) be identified as a student with a disability, as defined in section 1007.02(2), Florida Statutes; 2) have an individual educational plan (IEP); 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test; 4) have demonstrated mastery of the Grade 10 Sunshine State Standards; 5) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.** For the student being considered for the FCAT waiver, the following information must be completed:

District: \_\_\_\_\_ School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Student Grade Level: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date of IEP Team Meeting: \_\_\_\_\_

Disability\* (indicate all areas that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> mental retardation (A, B, or N) | <input type="checkbox"/> emotional handicap (J)                                       |
| <input type="checkbox"/> orthopedic impairment (C)       | <input type="checkbox"/> specific learning disability, including, but not limited to, |
| <input type="checkbox"/> speech impairment (F)           | dyslexia, dyscalculia, or developmental aphasia (K)                                   |

- |                          |  |                          |                                   |
|--------------------------|--|--------------------------|-----------------------------------|
| <input type="checkbox"/> | language impairment (G)                    | <input type="checkbox"/> | autism (P)                        |
| <input type="checkbox"/> | hearing impairment, including deafness (H) | <input type="checkbox"/> | serious emotional disturbance (Q) |
| <input type="checkbox"/> | visual impairment, including blindness (I) | <input type="checkbox"/> | traumatic brain injury (S)        |
|                          |  | <input type="checkbox"/> | other health impairment (V)       |

\*Letters are codes used to report students by exceptionality through the Department's automated student information system.

## SECTION TWO: FCAT PERFORMANCE

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The passing score for 2004 graduating seniors is 300 for reading (developmental scale score 1926) and 300 for mathematics (developmental scale score 1889). Passing scores for students identified as part of the graduating class of the 2003 cohort are 287 for reading (developmental scale score 1856) and 295 for mathematics (developmental scale score 1868).

- This student is a member of the 2004 graduating class cohort and is required to earn scores of 300.
- This student is a member of the 2003 graduating class cohort and is required to earn the alternative scores.

Complete the boxes below or attach a copy of the student's data report and IEP indicating accommodations provided during the administrations of the FCAT.

FCAT Reading	FCAT Mathematics
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:
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**SECTION THREE: IEP TEAM REVIEW**

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The IEP team must meet to determine whether or not the FCAT requirement should be waived. Answer the questions in section three to help guide the determination.

1. **What information related to the student has the IEP team reviewed?** *(Check yes or no for each item listed.)*

	Yes	No
individual educational plan	<input type="checkbox"/>	<input type="checkbox"/>
classroom performance	<input type="checkbox"/>	<input type="checkbox"/>
academic history, report cards, or course transcript	<input type="checkbox"/>	<input type="checkbox"/>
performance on other academic standardized assessments	<input type="checkbox"/>	<input type="checkbox"/>
accommodations provided to the student on the FCAT	<input type="checkbox"/>	<input type="checkbox"/>
FCAT scores	<input type="checkbox"/>	<input type="checkbox"/>
performance in FCAT remediation activities	<input type="checkbox"/>	<input type="checkbox"/>
other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

2. **Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to master the Sunshine State Standards that are assessed by the Grade 10 FCAT?**

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

3. **Has the student taken the Grade 10 FCAT with appropriate allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grade 10, 11 or 12?**

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

4. **Has the student earned a passing score on**  
▪ the reading portion of the Grade 10 FCAT?  
▪ the mathematics portion of the Grade 10 FCAT?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

5. **Does the FCAT, with appropriate, allowable accommodations, accurately measure the student's abilities?**

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, the student is not eligible for the waiver.

If no, then why does the FCAT not accurately measure the student's abilities? *(Check at least one. Check all that apply.)*

- The student received the following accommodations in the classroom **that are not allowed on the FCAT:** *(describe or attach information)* \_\_\_\_\_
- The student received the following modifications in the classroom **that are not allowed on the FCAT:** *(describe or attach information)* \_\_\_\_\_
- The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual, or speaking skills rather than the student's abilities.
- other \_\_\_\_\_

6. Has the student demonstrated mastery of the Grade 10 Sunshine State Standards as assessed on the Grade 10 FCAT? If yes, continue with the completion of this form. If no, the student is not eligible for an FCAT waiver at this time.

Yes  No

If yes, evidence of the student's mastery of the Sunshine State Standards includes the following: (Check at least one. Check all that apply.)

- the student's performance on other standardized academic assessments such as the Scholastic Aptitude Test (SAT), College Placement Test (CPT), American College Test (ACT), or the Armed Services Vocational Aptitude Battery (ASVAB) (Indicate test and scores.) \_\_\_\_\_
- the student's performance in core academic courses (e.g., language arts and mathematics), including classroom work, end-of-year/semester exams, and teacher observations (Attach academic history, report card, or transcript.)
- the student's performance in higher-level courses (e.g., honors, advanced placement) or in postsecondary courses through dual enrollment (Attach academic history, report card, or transcript.)
- other \_\_\_\_\_

7. To be eligible for the FCAT waiver, the student must have participated in intensive remediation. Specify the student's participation and performance in intensive remediation activities for FCAT Reading and FCAT Mathematics. (Describe and attach documentation.)

\_\_\_\_\_  
\_\_\_\_\_

#### SECTION FOUR: IEP TEAM RECOMMENDATION

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Based on its consideration of information regarding the student--including disability, academic performance, FCAT performance and accommodations provided, and demonstration of mastery of the Grade 10 Sunshine State Standards as assessed by the Grade 10 FCAT--the IEP team has determined that

- the passing score for the Grade 10 FCAT Reading should be waived. NA  Yes No
- the passing score for the Grade 10 FCAT Mathematics should be waived.

The IEP team has informed the student and the parent of the district's obligation to provide appropriate remediation and additional opportunities to take and pass the FCAT and provide the student with a free appropriate public education until the student turns 22 or the end of the semester or school year in which the student turns 22, in accordance with the school district's policy, or receives a standard diploma, whichever occurs first.

Yes  No

**SIGNATURES**

Student: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Teacher: \_\_\_\_\_

Teacher: \_\_\_\_\_

LEA Representative: \_\_\_\_\_ Title of LEA Rep: \_\_\_\_\_

Other: \_\_\_\_\_

**SECTION FIVE: REVIEWING AUTHORITY**

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The signature of the principal or designee signifies that all the required documentation has been completed and attached. The signature does not indicate approval of the IEP team's decision or that the student is going to be awarded a standard high school diploma. The standard high school diploma will only be awarded when the student meets the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements for graduation with a standard diploma.

All the required documentation has been completed and attached. Yes  No

This student has met the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements for graduation with a standard diploma. Yes  No

School Principal or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Designee: \_\_\_\_\_

As a condition of graduation with a standard diploma, this student has met the state's 24 credit/course and 2.0 grade point average requirement and any other district requirements.

Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Designee: \_\_\_\_\_

**REQUIRED ATTACHMENTS AND/OR DESCRIPTIONS**

- FCAT scores and accommodations provided (*if not included on page 2*)
- Documentation of accommodations and/or modifications provided in the classroom or other information (*see question #5*)
- Other test scores, academic history, report card, transcript, or a description of the student's performance (*see question #6*)