

**Public Schools**  
**Assessment/Accountability**



**Schools & Learning Council**  
**Sunshine State Standards**

**Fact Sheet**

January 2008

<p><b>1. What are the Sunshine State Standards?</b></p>	<p>The Sunshine State Standards identify what public school students should know and be able to do at various grade levels and in various subject areas. The standards establish the baseline of information that students are expected to know for purposes of measuring student performance and progress. The standards give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in subject areas as they progress through the K-12 system.</p>
<p><b>2. How were the Sunshine State Standards developed?</b></p>	<p>The Department of Education (DOE) began developing the Sunshine State Standards in 1994 with the help of teachers, school administrators, business leaders, education experts, and representatives of professional organizations. The Sunshine State Standards were approved by the State Board of Education in 1996.</p>
<p><b>3. What subject areas are covered by the Sunshine State Standards?</b></p>	<p>The Sunshine State Standards exist in the following subject areas: reading/language arts, mathematics, science, social studies, physical education, world languages, the arts, health, and career and technical education.</p>
<p><b>4. Is student achievement of the Sunshine State Standards measured?</b></p>	<p>Yes, the Florida Comprehensive Assessment Test (FCAT) measures student achievement of the Sunshine State Standards in reading, writing, mathematics, and science. The FCAT is designed and used to measure how well students in grades 3-11 are learning the skills and competencies outlined in the Sunshine State Standards. Reading and mathematics are tested every year in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. <b>(Refer to Florida Comprehensive Assessment Test, School Grades, and School Recognition Fact Sheets.)</b> Measurement of students learning gains in subject areas not tested by the FCAT is the responsibility of the school district.</p>
<p><b>5. Are the Sunshine State Standards ever revised?</b></p>	<p>Yes, the State Board of Education schedules periodic review of the standards to assess them for rigor; relevance; logical student progression; and the integration of reading, writing, and mathematics across all subject areas. The review of each subject area includes curriculum leaders in that area and in other content areas. The process for review and proposed standard revisions must include leadership and input from the state's classroom teachers, school administrators, and representatives from community colleges and universities and business and industry.</p> <p>Pursuant to review, substantially revised reading and</p>

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	<p>language arts standards were approved by the State Board of Education in February 2007 and substantially revised mathematics standards were approved in September 2007. Science standards are currently under review. The tentative implementation schedule for the review and revision of all subject area standards, approved by the board in December 2007, shows that all the subject areas will have been reviewed and revised, as appropriate, by September 2010.</p>
<p><b>6. What are the applicable statutes and rules?</b></p>	<p>Section 1000.21(7), F.S. – Systemwide Definitions (Sunshine State Standards).            Section 1001.03(1), F.S. – Specific Powers of State Board of Education (Public K-12 Student Performance Standards).            Section 1003.41, F.S. -- Sunshine State Standards.            Section 1008.22, F.S. -- Student Assessment Program for Public Schools.</p> <p>Rules 6A-1.09401, F.A.C. -- Student Performance Standards.</p>
<p><b>7. Where can I get additional information?</b></p>	<p>Florida Department of Education            Bureau of Instruction and Innovation            (850) 245-9868  <a href="http://www.fldoe.org/bii/curriculum/sss/">www.fldoe.org/bii/curriculum/sss/</a></p> <p>Florida House of Representatives            Schools &amp; Learning Council            (850) 488-7451</p>



**Schools & Learning Council**  
**Florida Comprehensive**  
**Assessment Test (FCAT)**

**Fact**  
**Sheet**

January 2008

<p><b>1. What is the Florida Comprehensive Assessment Test?</b></p>	<p>Current law requires the Commissioner of Education to design and implement a statewide program of educational assessment. As part of this program, the commissioner must develop and implement the Florida Comprehensive Assessment Test (FCAT) to measure student achievement in reading, writing, mathematics, and science.</p> <p>The FCAT consists of two types of tests. First, it includes criterion-referenced tests (CRTs) in reading, writing, mathematics, and science, which measure a student's progress toward meeting benchmarks described in the <i>Sunshine State Standards (Refer to Sunshine State Standards Fact Sheet)</i>. A student's scores on the FCAT are based on the CRT test items.</p> <p>Second, the FCAT includes norm-referenced tests (NRTs) in reading and mathematics, which compare the achievement of Florida students with that of their peers nationwide. The NRT portions of the FCAT are not reported as part of student scores and, thus, are not included in the calculations of school grades.</p>
<p><b>2. How is the FCAT developed and constructed?</b></p>	<p>The CRT portions of the FCAT are developed exclusively for use in Florida based specifically on the benchmarks of the <i>Sunshine State Standards</i>. The FCAT CRT test items are developed by the Department of Education (DOE), outside contractors, and several hundred Florida educators and citizens. The following process is currently used to develop test items for the CRT portions of the FCAT:</p> <ul style="list-style-type: none"><li>• <b>Item writing.</b> DOE develops and periodically revises test-item specifications that detail the specific <i>Sunshine State Standards</i> benchmarks to be assessed. Test writers from an outside contractor draft, review, and edit the test items.</li><li>• <b>Pilot testing.</b> The contractor administers newly written (pilot) test items to small groups of students outside Florida. The students are interviewed after testing to identify the challenges they had in understanding the test items.</li><li>• <b>Committee reviews.</b> New test items are submitted to</li></ul>

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several committees composed of Florida educators and citizens. The committees review test items for various issues, which include the following:

- *Bias*. Whether test items provide an advantage or disadvantage (unrelated to an understanding of the content) to a student with certain personal characteristics, such as gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region.
- *Community sensitivity*. Whether the subject matter of test items will be acceptable to students, their parents, and other members of Florida communities. Examples of sensitive topics may include wildfires, hurricanes, or other topics considered too offensive or sensitive for students or that may distract students. Unlike bias, however, sensitivity issues do not necessarily affect student success on an item, whereas bias may.
- *Content validity*. Whether test items are appropriate for the grade level, accurately measure the benchmarks, evaluate the specified level of cognitive complexity, are clearly worded, and, for multiple-choice items, have only one correct answer.
- **Field-test items**. New test items are field tested by all Florida students taking the annual administration of the FCAT. Field-test items are not counted toward a student's score, but are embedded among the operational items that are counted. Field-test items are used to generate statistical data about the performance of students on the items. In addition, student responses to field-test items are further reviewed by committees to reveal any oversights in the design of the test items.
- **Statistical review**. DOE performs statistical analyses of student scores on the field-test items. A field-test item must satisfy certain quality criteria for the item to be included on future administrations of the FCAT as an operational (scored) item.
- **Test construction**. DOE annually develops test-construction specifications that are used to build a complete test for a single year. Based on the specifications, DOE selects the test items and creates a test form, which includes both the operational items and field-test items (**Refer to Question 3**). In addition, the test form includes anchor items used to compare test

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	<p>results from year to year and linking items used to compare the progression of test results from grade level to grade level.</p> <p>For the NRT portions of the FCAT, DOE selected the <i>Stanford Achievement Test Series, Tenth Edition</i> (<i>Stanford 10</i> or <i>SAT10</i>) developed by Harcourt Assessment.</p>
<p><b>3. What types of test items are included on the FCAT?</b></p>	<p>Test forms for the CRT portions of the FCAT include four types of test items:</p> <ul style="list-style-type: none"><li>• <b>Operational items.</b> Test items that have undergone extensive review and field testing and which are counted toward a student's score.</li><li>• <b>Field-test items.</b> New test items included in the annual administration of the FCAT, embedded among the operational items, but which are not counted toward a student's score. Field-test items generate statistical data about the performance of students on the items (<b>Refer to Question 2</b>).</li><li>• <b>Anchor items.</b> Test items appearing as operational items on the FCAT in prior years which are used to ensure that test scores may be comparable from year-to-year through a statistical analysis known as "equating" (<b>Refer to Question 6</b>). Anchor items are not counted toward a student's score.</li><li>• <b>Linking items.</b> Periodically, operational items on one grade level's test are included on tests for one grade level above and one grade level below the operational test for purposes of calculating a developmental scale (<b>Refer to Question 7</b>). A developmental scale shows whether a student's performance improved, declined, or remained consistent from grade to grade. Linking items do not count toward a student's score in the adjacent grade-level tests.</li></ul> <p>FCAT test items appear in various formats. These include:</p> <ul style="list-style-type: none"><li>• <b>Multiple choice.</b> Test items that present students with several options from which to choose. Multiple-choice items are included in testing for each FCAT subject and grade level (<b>Refer to Question 4</b>).</li><li>• <b>Gridded response.</b> Test items that require students to solve a problem for which the answer is numerical. Answers must be written and bubbled into a number</li></ul>

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	<p>grid. Gridded-response items are included in FCAT Mathematics (grades 5-10) and FCAT Science (grades 8 and 11) <b>(Refer to Question 4)</b>.</p> <ul style="list-style-type: none"> <li>• <b>Performance tasks.</b> Test items that require students to provide either a short or extended written response. Short-response items may, for example, ask students to describe a character in a story, write a mathematical equation, or explain a scientific concept. Examples of extended-response items include comparing two characters, constructing a graph, or describing the steps in an experiment. Performance tasks are included in FCAT Reading (grades 4, 8, and 10), FCAT Mathematics (grades 5, 8, and 10), and FCAT Science (grades 5, 8, and 11) <b>(Refer to Question 4)</b>.</li> <li>• <b>Writing prompt or prompted essay.</b> Test items in which the student is given a topic on which to write an essay. Writing-prompt items are included in the essay portion of FCAT Writing+ <b>(Refer to Question 4)</b>.</li> </ul> <p>The NRT portions of the FCAT, the <i>Stanford 10</i> developed by Harcourt Assessment, include only multiple-choice items.</p>
<p><b>4. In what grades is the FCAT administered?</b></p>	<p>Current law requires the FCAT to assess students in reading, writing, mathematics, and science. Students must be assessed annually in grades 3 through 10 in reading and mathematics. Both the CRT and NRT portions of the FCAT satisfy these requirements by assessing students in reading and mathematics in grades 3 through 10.</p> <p>Current law requires the assessment of students in writing and science at least once at the elementary, middle, and high school levels. DOE consequently determined that the CRT portions of the FCAT assess students in writing in grades 4, 8, and 10 and in science in grades 5, 8, and 11. The NRT portions of FCAT (<i>i.e.</i>, <i>Stanford 10</i>) do not assess students in writing or science.</p> <p>The following table shows the grade levels at which each subject test is administered and the types of test items included in each test <b>(Refer to Question 3)</b>:</p>

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		<b>FCAT CRT Items by Subject and Grade Level</b>			
<b>Grade</b>	<b>Reading</b>	<b>Writing+</b>	<b>Mathematics</b>	<b>Science</b>	
<b>3</b>	MC		MC		
<b>4</b>	MC, SR, ER	WP, MC	MC		
<b>5</b>	MC		MC, GR, SR, ER	MC, SR, ER	
<b>6</b>	MC		MC, GR		
<b>7</b>	MC		MC, GR		
<b>8</b>	MC, SR, ER	WP, MC	MC, GR, SR, ER	MC, GR, SR, ER	
<b>9</b>	MC		MC, GR		
<b>10</b>	MC, SR, ER	WP, MC	MC, GR, SR, ER		
<b>11</b>				MC, GR, SR, ER	
<b>Retake</b>	MC		MC, GR		

**KEY:** **MC** Multiple choice  
**GR** Gridded response  
**SR** Short-response performance task  
**ER** Extended-response performance task  
**WP** Writing prompt or prompted essay

<p><b>5. When is the FCAT administered?</b></p>	<p>Current law requires the Commissioner of Education to establish a schedule for administration of the FCAT which provides for the latest possible administration of the test and the earliest possible provision of the results to the school districts, which is feasible within available technology and appropriations. For the 2007-2008 school year, the commissioner has established the following testing schedule:</p> <table border="0"> <tr> <td style="text-align: center;"> <p><b>February 12-15, 2008</b></p> <p>FCAT Writing+ (Grades 4, 8, and 10)</p> </td> <td style="text-align: center;"> <p><b>March 11-24, 2008</b></p> <p>FCAT Reading, FCAT Mathematics, and <i>Stanford 10</i> (NRT in reading and mathematics) (Grades 3-10)</p> <p>FCAT Science (Grades 5, 8, and 11)</p> </td> </tr> </table> <p>The schedule also includes dates for students to retake FCAT Reading and FCAT Mathematics:</p> <table border="0"> <tr> <td style="text-align: center;"> <p><b>September 24-28, 2007 or October 1-5, 2007</b> (Grades 11-Adult)</p> </td> <td style="text-align: center;"> <p><b>March 11-24, 2008</b> (Grades 11-Adult)</p> <p><b>June 16-20, 2008 or June 23-27, 2008</b> (Students scheduled to graduate May or June 2009 – Adult)</p> </td> </tr> </table>	<p><b>February 12-15, 2008</b></p> <p>FCAT Writing+ (Grades 4, 8, and 10)</p>	<p><b>March 11-24, 2008</b></p> <p>FCAT Reading, FCAT Mathematics, and <i>Stanford 10</i> (NRT in reading and mathematics) (Grades 3-10)</p> <p>FCAT Science (Grades 5, 8, and 11)</p>	<p><b>September 24-28, 2007 or October 1-5, 2007</b> (Grades 11-Adult)</p>	<p><b>March 11-24, 2008</b> (Grades 11-Adult)</p> <p><b>June 16-20, 2008 or June 23-27, 2008</b> (Students scheduled to graduate May or June 2009 – Adult)</p>
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<b>6. How is the FCAT scored?</b>	<p>Multiple-choice and gridded-response items are “machine scored,” that is, scanned and scored using automated systems. Performance tasks (short-response and extended-response items) and prompted essays are handscored by trained evaluators. After student responses on the FCAT are machine scored or handscored, DOE performs statistical analyses on the responses, known as “equating,” to compare them to responses from testing in prior years.</p> <p>To equate tests from one year to the next, some operational (scored) items from one year are selected to appear identically on the following year’s test. Test items repeated the following year are known as “anchor items” and are not counted as part of the student’s score. Based on the statistical relationship between student scores on the anchor items and scores on the operational items, the scores on the second year’s test are scaled to scores on the first year’s test, thereby allowing the scores to be compared.</p> <p>The results of equating are scale scores ranging from 100 to 500. Scale scores are calculated in grades 3 through 10 for FCAT Reading and FCAT Mathematics. Scale scores for FCAT Writing+ (grades 4, 8, and 10) and FCAT Science (grades 5, 8, and 10) are also calculated.</p>
<b>7. How are FCAT scores reported and what do the scores mean?</b>	<p>FCAT scores are generally reported in two ways: by achievement level and by developmental scale score.</p> <p>The State Board of Education has adopted rules establishing five achievement levels for FCAT. Level 5 represents the greatest achievement, while Level 1 signifies the lowest achievement. The rules identify ranges of scale scores, by grade level, for each achievement level. For example, a student scoring in Level 1 on FCAT Reading earned a scale score that falls within a range from 100 to 258, while a student scoring at Level 5 earned a scale score within a range from 394 to 500. The upper and lower scale scores of each achievement-level range are known as “cut-point scores.” DOE periodically establishes standards setting committees to recommend cut-point scores for the five achievement levels through a process, known as “bookmarking,” for reviewing grade-level expectations for student performance on FCAT test items. Committee members include teachers from the targeted grade levels and subject areas, school and district curriculum specialists, school and district administrators, university faculty from the discipline areas, and business and community leaders.</p> <p>Students who score at Levels 3, 4, or 5 are performing at or above grade-level expectations. Students who score at</p>

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	<p>Level 1 or 2 are performing below expectations and need additional instruction in the content assessed at that grade level.</p> <p>Achievement-level scores (Levels 1-5) are reported for FCAT Reading and FCAT Mathematics (grades 3-10), for FCAT Writing+ (grades 4, 8, and 10), and for FCAT Science (grades 5, 8, and 10).</p> <p>The state board's rules also provide for the reporting of FCAT scores according to a developmental scale, which represents a student's grade-to-grade growth. DOE periodically establishes the developmental scale, which comprises ranges of scores from 0 to 3000, by performing statistical analyses, know as "linking," which are similar to equating. Operational (scored) items included on one grade level's FCAT appear identically as "linking items" on the FCAT tests for one grade level above and one grade level below the operational test. Linking allows DOE to calculate the developmental scale by comparing the statistical relationship between student performance on linking items at one grade level to performance at the adjacent grade levels.</p> <p>An individual student's FCAT scale score (<b>Refer to Question 6</b>) ranging from 100 to 500 is converted to a developmental scale score ranging from 0 to 3000, which allows the student's FCAT score to be plotted on the developmental scale. The student's developmental scale score shows whether the student's performance improved, declined, or remained consistent from grade to grade.</p> <p>Developmental scale scores are calculated in grades 3 through 10 for FCAT Reading and FCAT Mathematics. Because linking requires scale scores for adjacent grade-level tests, developmental scale scores cannot be calculated for FCAT Writing+ (grades 4, 8, or 10) or FCAT Science (grades 5, 8, or 11).</p>
<p><b>8. How are a student's FCAT scores used?</b></p>	<p><b>School grades.</b> FCAT scores in reading and mathematics (grades 3-10), science (grades 5, 8, and 11), and the essay portion of FCAT Writing+ (grades 4, 8, and 10) are used to calculate school grades (<b>Refer to School Grades Fact Sheet</b>).</p> <p><b>Graduation requirement.</b> To receive a standard high school diploma, students must earn passing scores on the grade 10 FCAT in reading and mathematics or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT</p>

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**(Refer to High School Graduation Fact Sheet).** Beginning with the graduating class of 2010, students must also earn a passing score on FCAT Writing+.

The FCAT graduation requirement is waived for purposes of a standard high school diploma for a student with a disability, if:

- The student's Individualized Education Program (IEP) team determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all allowable accommodations **(Refer to FCAT Accommodations and Alternative Assessment Fact Sheet)**;
- The student completes the minimum number of credits and other graduation requirements; and
- The student does not pass the grade 10 FCAT after one attempt in grade 10 and one attempt in grade 11.

***Third-grade promotion.*** To be promoted from grade 3 to grade 4, a student must score at Level 2 or higher on grade 3 FCAT Reading. The Legislature has authorized "good cause" exemptions from mandatory retention for the following students:

- Limited English proficient (LEP) students with less than 2 years of English for Speakers of Other Languages (ESOL);
- Students with disabilities who take an alternative standardized reading assessment;
- Students who demonstrate, through a student portfolio, that they are reading at a level equal to at least a Level 2 on FCAT Reading;
- Students with disabilities who take the FCAT, but who were previously retained in grades K-3 and who have received intensive remediation in reading for more than 2 years; and
- Students who were previously retained in grades K-3 for a total of 2 years and who have received intensive remediation in reading for 2 or more years.

School districts must also implement a policy of midyear promotion to grade 4 of a student retained in grade 3, if the student demonstrates based on subsequent assessments, alternative assessments, and portfolio reviews that the student is a successful and independent reader, reading at or above grade level, and ready for grade 4. Students promoted after November 1 must demonstrate proficiency above Level 2 on grade 3 FCAT Reading.

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	<p><b>Intensive remediation.</b> A student in middle school (grades 6-8), or a high school student (grades 9-11), must complete an intensive reading course, if the student scores at Level 1 on FCAT Reading in the prior year. If the student scores at Level 2, the student must be placed in either an intensive reading course or a content-area course in which reading strategies are determined by diagnosis of reading needs.</p> <p><b>Progress monitoring.</b> A student in grades 3-10 who scores below Level 3 on FCAT Reading or FCAT Mathematics must be administered additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The student’s school, in consultation with the student’s parents, must implement one of the following progress monitoring plans:</p> <ul style="list-style-type: none"> <li>• A federally required student plan, such as an Individualized Education Program (IEP);</li> <li>• A schoolwide system of progress monitoring for all students; or</li> <li>• An individualized progress monitoring plan.</li> </ul> <p><b>Merit-based pay supplements.</b> Performance-based pay supplements under the Merit Award Program must be based on employee evaluations. At least 60 percent of an employee’s overall evaluation must be based on student academic proficiency or learning gains measured by statewide standardized tests (<i>i.e.</i>, FCAT). For subjects not measured by the statewide assessment program, a school district may base the employee’s evaluation on student performance on national, state, or district-determined tests for the content area and grade level (<i>e.g.</i>, end-of-course examinations).</p> <p><b>Adequate yearly progress.</b> The FCAT Reading and FCAT Mathematics assessments in grades 3-10, and the essay portion of FCAT Writing+ in grades 4, 8, and 10, are used to determine a school’s adequate yearly progress (AYP) in accordance with the federal No Child Left Behind Act (<b>Refer to No Child Left Behind (NCLB) Act Fact Sheet</b>).</p>
<p><b>9. What options are available for students who do not pass the grade 10 FCAT?</b></p>	<p>If a student does not pass the grade 10 FCAT, he or she may retake the test as many times as the student wishes until passing. Based on the testing schedule (<b>Refer to Question 5</b>), a student generally has six opportunities to pass the grade 10 FCAT before graduation.</p>

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	<p>Students who meet all requirements for a standard high school diploma except passage of the grade 10 FCAT or concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests, by the end of grade 12 must be provided the following learning opportunities:</p> <ul style="list-style-type: none"> <li>• Participation in an accelerated high school equivalency (GED) diploma preparation program during the summer;</li> <li>• Allowance to take the College Placement Test and be admitted to remedial or credit courses at a community college, upon receipt of a certificate of completion; and</li> <li>• Participation in an adult general education program for the period that the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program has the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.</li> </ul> <p>In addition, limited English proficient (LEP) students enrolled in an English for Speakers of Other Languages (ESOL) program for less than 2 years, who meet all requirements for a standard high school diploma except passage of the grade 10 FCAT or concordant scores on the SAT or ACT tests, may receive immersion English language instruction the summer after the end of grade 12. The students receiving immersion instruction may take the grade 10 FCAT, SAT, or ACT and may receive a standard high school diploma upon passage of the grade 10 FCAT or concordant scores on the SAT or ACT.</p>
<p><b>10. What are the applicable statutes and rules?</b></p>	<p>Section 1001.02, F.S. – General Powers of the State Board of Education.            Section 1003.4156, F.S. – General Requirements for Middle Grades Promotion.            Section 1003.428, F.S. – General Requirements for High School Graduation; Revised.            Section 1003.429, F.S. – Accelerated High School Graduation Options.            Section 1003.42, F.S. – General Requirements for High School Graduation.            Section 1003.433(2) and (3), F.S. – Learning Opportunities for Out-of-State and Out-of-Country Transfer Students and Students Needing Additional Instruction to Meet High School Graduation Requirements.            Section 1008.22, F.S. – Student Assessment Program for Public Schools.</p>

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	<p>Section 1008.25, F.S. – Public School Student Progression; Remedial Instruction; Reporting Requirements. Section 1008.33, F.S. – Authority to Enforce Public School Improvement. Section 1008.345, F.S. – Implementation of State System of School Improvement and Education Accountability. Section 1012.225, F.S. – Merit Award Program for Instructional Personnel and School-Based Administrators. Section 1012.2251, F.S. – End-of-Course Examinations for Merit Award Program.</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements. Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students. Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities. Rule 6A-1.09981, F.A.C. – Implementation of Florida’s System of School Improvement and Accountability.</p>
<b>11. Where can I get additional information?</b>	<p>Department of Education Office of Assessment and School Performance (850) 245-0513 <a href="http://www.fldoe.org/asp/">www.fldoe.org/asp/</a></p> <p>Florida House of Representatives Schools &amp; Learning Council (850) 488-7451</p>



**Schools & Learning Council**  
**FCAT Accommodations and**  
**Alternate Assessment**

**Fact**  
**Sheet**

January 2008

**1. Is a student with a disability required to take the FCAT?**

A student with a disability is required to take the Florida Comprehensive Assessment Test (FCAT) unless the student has a disability recognized under the federal Individuals with Disabilities Education Act (IDEA) and the student's individualized education plan (IEP) team determines that:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the *Sunshine State Standards* even with appropriate and allowable course modifications; and
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

When an IEP team makes the determination under these criteria that the student has a significant cognitive disability, the student is no longer required to take the FCAT but must take an alternate assessment. Beginning in March 2008, the Department of Education (DOE) will require school districts to administer the Florida Alternate Assessment for students with significant cognitive disabilities.

In addition, DOE rules authorize the Commissioner of Education to exempt a student with a disability from meeting the grade 10 FCAT requirement for graduation with a standard high school diploma due to extraordinary circumstances in which the student's FCAT results reflect the student's impaired sensory, manual, or speaking skills, rather than the student's achievement. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are measured by the FCAT. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

Disabilities recognized in DOE rules include mentally handicapped, deaf or hard-of-hearing, speech or language impairments, visually impaired (including blindness), emotional/behavioral disabilities, dual sensory impaired, orthopedic impairments, autism spectrum disorder, traumatic brain injury, other health impairments,

## FCAT Accommodations and Alternate Assessment

	<p>homebound/hospitalized, and specific learning disabilities. These terms are consistent with provisions of the IDEA.</p> <p><b>(Refer to Exceptional Student Education (ESE) Fact Sheet and Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)</b></p>
<p><b>2. Is a student classified as an English language learner required to take the FCAT?</b></p>	<p>A student classified as an English language learner (“ELL,” also known as a limited English proficient (LEP) student) is required to take the FCAT unless the student has been served in an approved English for Speakers of Other Languages (ESOL) program for 12 months or less and the student’s ELL committee determines that the student’s participation in the FCAT would have an unsound instructional effect on the student. The ELL committee must consider at least two of the following in making the determination:</p> <ul style="list-style-type: none"> <li>• The student’s level of mastery of basic competencies or skills in English and the heritage language according to appropriate local, state, and national criterion-referenced standards;</li> <li>• The student’s grades from the current or previous years;</li> <li>• Other test results;</li> <li>• The extent and nature of prior educational and social experiences and a student interview; or</li> <li>• Written recommendations and observation by current and previous international and supportive services staff.</li> </ul> <p>When an ELL team makes the determination under these criteria that the ELL’s participation in the FCAT would have an unsound instructional effect, the ELL is no longer required to take the FCAT but must take an alternate assessment.</p> <p>An ELL is a student whose heritage language is other than English and whose English aural comprehension, speaking, reading, or writing proficiency—as determined by a local English language proficiency assessment—is below the average English proficiency level of English speaking students of the same age and grade.</p> <p><b>(Refer to English for Speakers of Other Languages (ESOL) Fact Sheet and Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)</b></p>
<p><b>3. Who is eligible for testing accommodations when taking the FCAT?</b></p>	<p>If a student with a disability or an ELL is required to take the FCAT, the student may be eligible for testing accommodations while taking the FCAT, if the accommodations:</p> <ul style="list-style-type: none"> <li>• Are recorded on the student’s IEP, 504 accommodation</li> </ul>



## FCAT Accommodations and Alternate Assessment

	<p>plan (<b>see below</b>), or ELL student plan;</p> <ul style="list-style-type: none"> <li>• Do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity; and</li> <li>• Have been used by the student in classroom instruction.</li> </ul> <p>Some students are not eligible for special education and related services under the IDEA but have disabilities recognized under Section 504 of the federal Rehabilitation Act of 1973, which include physical or mental impairments that substantially limit one or more major life activities. Students with disabilities recognized under Section 504 are eligible for accommodations that the student's 504 plan team determines are needed by the student.</p>
<p><b>4. What types of testing accommodations are authorized for the FCAT?</b></p>	<p>Testing accommodations for the FCAT are adjustments to the test administration that allow a student to demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills or limited English proficiency. Several examples of testing accommodations include:</p> <ul style="list-style-type: none"> <li>• <b>Presentation.</b> Students may be administered sessions of the test through the use of large print or braille versions of the test; devices to magnify the test; or signed or oral presentation of the test directions, writing prompts, and mathematics items (but not reading passages or reading test questions).</li> <li>• <b>Response.</b> All responses must be in English. Students may respond to test questions orally, by signing, by typing, by using a machine to write in braille, or by writing in the test book or on separate paper.</li> <li>• <b>Scheduling.</b> Students may be allowed flexible scheduling of their testing through the division of normal testing sessions into two or more smaller sessions with breaks in between, and through extended time for any session on the test.</li> <li>• <b>Setting.</b> Students may be administered the test individually or in small groups with a test administrator or proctor, or in a specially designed classroom to accommodate special lighting or equipment needs with a test administrator or proctor present. ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator.</li> <li>• <b>Assistive Devices.</b> Students may use assistive devices that are typically used in classroom instruction (such as auditory amplification devices) and technology for writing assessments or extended-response items without accessing spelling or grammar-checking</li> </ul>

## FCAT Accommodations and Alternate Assessment

	<p>applications.</p> <ul style="list-style-type: none"> <li>• <b>Heritage Language Assistance.</b> Students classified as ELLs may be provided with a heritage-language-to-English/English-to-heritage language dictionary.</li> </ul> <p><b>(Refer to Exceptional Student Education (ESE) Fact Sheet for an expanded list of testing accommodations authorized for students with disabilities.)</b></p> <p>In addition to the testing accommodations that have been authorized, a student with a disability that needs a unique accommodation may submit a request for approval of the accommodation to the Department of Education. Unique accommodations must be approved by the Commissioner of Education.</p>
<p><b>5. How does a parent know if an accommodation used in classroom instruction is permissible on the FCAT?</b></p>	<p>Some accommodations that students with disabilities may receive in the classroom are not authorized on the FCAT because the accommodations change what the test is intended to measure or affect the test's reliability and validity. If accommodations are recommended for classroom instruction or testing which are not permitted on the FCAT, parents must be notified and give their signed consent for the use of those accommodations in the classroom. Parents must acknowledge, in writing, that they understand the possible impact or future consequences of using accommodations in the classroom that are not permitted on the FCAT.</p>
<p><b>6. May a student with a disability receive a standard high school diploma if the student receives testing accommodations on the FCAT?</b></p>	<p>Yes. Use of testing accommodations on the FCAT has no bearing on the type of diploma issued to the student for completing school.</p>
<p><b>7. Is a student with a disability who does not earn passing scores on the grade 10 FCAT eligible for a standard high school diploma?</b></p>	<p>Yes. A student with a disability, as defined in the state's Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, may earn a standard high school diploma without earning passing scores on the grade 10 FCAT, if:</p> <ul style="list-style-type: none"> <li>• The student's IEP team determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations;</li> <li>• The student completes the state's 24-credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a</li> </ul>

## FCAT Accommodations and Alternate Assessment

	<p>standard high school diploma;</p> <ul style="list-style-type: none"> <li>• The student has demonstrated mastery of the grade 10 <i>Sunshine State Standards</i>. To determine whether a student has demonstrated mastery, several data sources are reviewed by the student’s IEP team, which may include, but are not limited to, report cards, performance on other academic standardized assessments, classroom performance, and performance in remedial courses;</li> <li>• The student has taken the grade 10 FCAT with appropriate, allowable accommodations in grades 10 and 11 (or if not continuously enrolled in a Florida public school, at least once during each year of enrollment in grades 10, 11, or 12) and during March of the student’s senior year; and</li> <li>• The student has participated in intensive remediation for FCAT Reading and FCAT Mathematics if passing scores were not earned in the assessments.</li> </ul> <p>The ENNOBLES Act defines a student with a disability as a student who is documented as having:</p> <p style="padding-left: 40px;">mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.</p> <p>If a student’s IEP team determines that the student has a significant cognitive disability and the student is not required to take the FCAT (<b>Refer to Question 1</b>), the student may earn a special diploma.</p> <p><b>(Refer to Florida Comprehensive Assessment Test (FCAT) Fact Sheet, Exceptional Student Education (ESE) Fact Sheet, and High School Graduation Fact Sheet.)</b></p>
<p><b>8. What are the applicable statutes and rules?</b></p>	<p>Section 1002.23(2)(f), F.S. – Family and School Partnership for Student Achievement Act.            Section 1003.4156, F.S. – General Requirements for Middle Grades Promotion.            Section 1003.428(8)(a), F.S. – General Requirements for High School Graduation; Revised.            Section 1003.43(8) and (11), F.S. – General Requirements for High School Graduation.            Section 1003.428, F.S. – Special High School Graduation</p>

## FCAT Accommodations and Alternate Assessment

	<p>Requirements for Certain Exceptional Students.  Section 1007.02, F.S. – Access to Postsecondary Education and Meaningful Careers for Students with Disabilities; Popular Name; Definition (ENNOBLES Act).  Section 1008.22, F.S. – Student Assessment Program for Public Schools.  Section 1008.25, F.S. – Public School Progression; Remedial Instruction; Reporting Requirements.</p> <p>Rule 6A-1.0942, F.A.C. – State Student Assessment Test Requirements for Graduation from High School.  Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities.  Rule 6A-1.09431, F.A.C. – Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma.  Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students.  Rule 6A-6.0901, F.A.C. – Definitions Which Apply to Programs for Limited English Proficient Students.  Rule 6A-6.09091, F.A.C. – Accommodations of the Statewide Assessment Program Instruments and Procedures for Limited English Proficient Students.</p> <p>Title 20, United States Code, section 1401(3)(A). – Definitions (Individuals with Disabilities Education Act).  Title 29, United States Code, section 705(9). – Definitions (Rehabilitation Act of 1973).  Title 29, United States Code, section 794. – Nondiscrimination Under Federal Grants and Programs (Rehabilitation Act of 1973).</p>
<p><b>9. Where can I get additional information?</b></p>	<p>Florida Department of Education  Assessment and School Performance Office  (850) 245-0513  <a href="http://www.fldoe.org/asp">www.fldoe.org/asp</a></p> <p>Bureau of Exceptional Education and Student Services  (850) 245-0475  <a href="http://www.fldoe.org/ese">www.fldoe.org/ese</a></p> <p>Bureau of Academic Achievement through Language Acquisition  (850) 245-5074  <a href="http://www.fldoe.org/aala">www.fldoe.org/aala</a></p> <p>Florida House of Representatives  Schools &amp; Learning Council  (850) 488-7451</p>



<p><b>1. What letter grades are assigned to schools?</b></p>	<p>A school's grade is calculated based on a point system, as follows:</p> <ul style="list-style-type: none"><li>• "A" – 525 or more points – school making excellent progress.</li><li>• "B" – 495-524 points – school making above average progress.</li><li>• "C" – 435-494 points – school making satisfactory progress.</li><li>• "D" – 395-434 points – school making less than satisfactory progress.</li><li>• "F" – Less than 395 points – school failing to make adequate progress.</li></ul>
<p><b>2. What criteria are used for determining a school's grade?</b></p>	<p>A school's grade is calculated based on points earned as a result of the school's student scores on the Florida Comprehensive Assessment Test (FCAT). Points earned are added together, and a school grade is received according to the school grading scale (<b>Refer to Question 1</b>), as follows:</p> <p><i>High achievement scores:</i></p> <ul style="list-style-type: none"><li>• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Reading.</li><li>• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Mathematics.</li><li>• One point for each percent of students who meet high standards by scoring at achievement levels 3, 4, or 5 in FCAT Science.</li><li>• One point for each percent of students who meet high standards by scoring 3.5 or higher in the essay portion of FCAT Writing+. If less than 30 eligible students are tested in writing, the district average in writing is substituted.</li></ul> <p><i>Annual learning gains (Refer to Question 3):</i></p> <ul style="list-style-type: none"><li>• One point for each percent of students making learning gains in reading.</li><li>• One point for each percent of students making learning gains in mathematics.</li></ul> <p><i>Adequate progress of the school's students who score in the lowest 25 percent of students in FCAT Reading or FCAT Mathematics:</i></p>

	<ul style="list-style-type: none"> <li>• One point for each percent of the lowest 25 percent making learning gains in reading. If less than 30 eligible students are tested, the school’s reading learning gains are substituted.</li> <li>• One point for each percent of the lowest 25 percent making learning gains in mathematics. If less than 30 eligible students are tested, the school’s mathematics learning gains are substituted.</li> </ul> <p>A student is not counted in the lowest 25 percent unless the student scores in achievement levels 1, 2, or 3.</p> <p>If less than 50 percent of the students in the lowest 25 percent make learning gains from the prior year in reading and mathematics, an “A” is reduced by one letter grade. If less than 50 percent of the lowest 25 percent make learning gains from the prior 2 years, a “B” or “C” is reduced by one letter grade.</p> <p><i>Percentage tested:</i></p> <ul style="list-style-type: none"> <li>• To earn an “A,” at least 95 percent of eligible students must take the FCAT. To earn a “B,” “C,” or “D,” at least 90 percent of the eligible students must take the FCAT. If less than 90 percent of the eligible students take the FCAT, an “I” (Incomplete) is assigned, regardless of the grade points earned.</li> </ul> <p><i>Retake bonus points for high schools:</i></p> <ul style="list-style-type: none"> <li>• High schools are eligible for ten bonus points, added to their total school grade points, if at least 50 percent of 11th and 12th grade students retaking the grade 10 FCAT meet the graduation requirement in both reading and mathematics.</li> </ul> <p><b>(Refer to Florida Comprehensive Assessment Test Fact Sheet.)</b></p>
<p><b>3. What are “annual learning gains”?</b></p>	<p>An “annual learning gain” is an increase in a student’s learning from the prior year, as measured by the FCAT. A student makes a learning gain if one of the following three criteria are met:</p> <ul style="list-style-type: none"> <li>• Improved FCAT achievement level from prior year (e.g., from level 1 to level 2);</li> <li>• Maintained FCAT achievement levels 3, 4, or 5 from prior year; or</li> <li>• Maintained FCAT achievement levels 1 or 2 and demonstrated more than 1 year’s growth according to FCAT developmental scale scores, which establish by grade level the anticipated increase in a student’s FCAT scale scores from the prior year. A retained student’s</li> </ul>

	<p>increase in developmental scale scores for repeated grade levels is not used to calculate learning gains.</p> <p>Following the release of the 2007 FCAT results, the Department of Education conducted an analysis of the 2006 grade 3 FCAT Reading scores. The analysis showed that the 2006 grade 3 FCAT Reading results were potentially unreliable. Accordingly, the State Board of Education decided that the 2007 school grades would be calculated by excluding the 2006 grade 3 FCAT Reading results, with safeguards to ensure that no school is disadvantaged by the decision. For 2007 school grades only, the percentage of students making learning gains in reading is calculated both with and without the 2005-2006 grade 3 FCAT Reading scores. The gain percentages are compared and the highest percentage is used in determining the total points earned. This calculation is also used for the percentage of low performing students making learning gains in reading.</p> <p>A student is not included in the calculation of learning gains, if the student's FCAT achievement level declines from the prior year, even if the lower score is at or above grade level.</p>
<p><b>4. Are all students' FCAT scores counted toward a school's grade?</b></p>	<p>Except for students with disabilities whose Individualized Education Program (IEP) team determines that the FCAT is inappropriate, all students are required to take the FCAT. The FCAT scores of students in a standard curriculum, speech impaired, gifted, hospital homebound, and English Language Learners (ELL) in an English for Speakers of Other Languages (ESOL) program for more than 2 years are included in school grade calculations. Students with any other disability and ELL students in an ESOL program for less than 2 years are included in the learning gains components of school grades, but are excluded from the achievement score components in reading, mathematics, science, and writing.</p> <p><b>(Refer to English for Speakers of Other Languages Fact Sheet and Exceptional Student Education Fact Sheet.)</b></p>
<p><b>5. Are all schools graded?</b></p>	<p>All public schools, including charter schools, that have at least 30 students with valid FCAT scores in reading and mathematics for the prior year and current year are generally assigned a school grade. Department of Juvenile Justice schools are not graded, and alternative schools have the option of earning a school grade or a school improvement rating <b>(Refer to Question 7)</b>.</p>
<p><b>6. May a school earn a high grade by focusing only on its highest achieving students?</b></p>	<p>No. A school's grade is based on how well all of the school's eligible students score on the FCAT and whether the school's lowest 25 percent of students make adequate progress in reading and mathematics <b>(Refer to Question 2)</b>. Thus, to achieve a higher grade, a school must also</p>

	<p>focus on improving the scores of its lowest performing students.</p>
<p><b>7. What are school improvement ratings?</b></p>	<p>School improvement ratings are indicators of whether an alternative school’s performance has improved, remained the same, or declined from the prior year based on student FCAT scores. An alternative school that earns a school improvement rating receives one of the following:</p> <ul style="list-style-type: none"> <li>• “Improving” – schools with students making more academic progress than when served in their home schools;</li> <li>• “Maintaining” – schools with students making progress equivalent to academic progress made when served in their home schools; or</li> <li>• “Declining” – schools with students making less academic progress than when served in their home schools.</li> </ul>
<p><b>8. Are there rewards for schools earning high grades?</b></p>	<p>Yes. Under the Florida School Recognition Program, schools earning an “A” or improving at least one letter grade are eligible for recognition. In addition, alternative schools maintaining an “Improving” rating or improving at least one level are eligible for recognition. Eligible schools may receive financial awards of up to \$100 per student.</p> <p>Schools earning an “A” or improving at least two letter grades are eligible for “deregulated status” and increased authority over the allocation of the school’s budget. Schools eligible for deregulated status are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights; student health, safety, and welfare; public records and meetings; and certain budgeting and financial matters. In addition, school boards must give recognized schools greater authority over the school’s total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology. <b>(Refer to School Recognition Fact Sheet.)</b></p>
<p><b>9. What assistance is available for “D” and “F” schools?</b></p>	<p>A school earning a “D” or “F” is eligible for participation in the Assistance Plus program. For 2006-2007, participating Assistance Plus schools were eligible for the following:</p> <ul style="list-style-type: none"> <li>• Mathematics coaches – school districts are required to employ mathematics coaches for all repeating “F,” single “F,” and “D”-former-“F” schools.</li> <li>• School Point People – educational professionals partner with “D” or “F” schools and provide support, technical assistance, and Assistance Plus resources.</li> <li>• School site visits – school improvement facilitators and School Point People conduct routine site visits of “D” schools.</li> <li>• Professional development – School Point People are</li> </ul>



	<p>trained on tools necessary to work with schools to increase academic performance.</p> <ul style="list-style-type: none"> <li>• Conference calls – principals of Assistance Plus schools participate in monthly conference calls to collaborate on strategies and best practices for improvement.</li> </ul> <p>In addition, the Commissioner of Education assigns a community assessment team to each school district with an “F” school to review school performance data, determine causes for the low performance, and recommend a district assistance and intervention plan. The Commissioner of Education has established the following requirements for these district action plans for 2007-2008:</p> <ul style="list-style-type: none"> <li>• School district must locate and hire quality staff.</li> <li>• School board’s budget must include funds targeted to critical needs of “F” schools.</li> <li>• School board must ensure that all schools have the necessary resources and materials for success.</li> <li>• School board must establish policies to minimize promotion of unprepared students.</li> <li>• School board must implement a student progress monitoring system.</li> <li>• School board must take emergency action to close repeating “F” charter schools.</li> </ul> <p>Students assigned to schools receiving an “F” for 2 school years in a 4-year period are eligible to participate in the Opportunity Scholarship Program. <b>(Refer to Opportunity Scholarship Program Fact Sheet.)</b></p>																																																												
<p><b>10. How do parents find out about school grades?</b></p>	<p>The Department of Education annually publishes school grades and school improvement ratings. To assist parents in understanding school grades, the department issues an easy-to-read report card for each school. The report cards are provided to each parent by the school districts and are published on the department’s website at <a href="http://schoolgrades.fldoe.org">schoolgrades.fldoe.org</a>.</p>																																																												
<p><b>11. How many schools earned each letter grade?</b></p>	<table border="1"> <thead> <tr> <th></th> <th style="text-align: center;"><u>A</u></th> <th style="text-align: center;"><u>B</u></th> <th style="text-align: center;"><u>C</u></th> <th style="text-align: center;"><u>D</u></th> <th style="text-align: center;"><u>F</u></th> </tr> </thead> <tbody> <tr> <td>1998-1999</td> <td style="text-align: center;">202</td> <td style="text-align: center;">313</td> <td style="text-align: center;">1,230</td> <td style="text-align: center;">601</td> <td style="text-align: center;">76</td> </tr> <tr> <td>1999-2000</td> <td style="text-align: center;">579</td> <td style="text-align: center;">266</td> <td style="text-align: center;">1,165</td> <td style="text-align: center;">397</td> <td style="text-align: center;">4</td> </tr> <tr> <td>2000-2001</td> <td style="text-align: center;">592</td> <td style="text-align: center;">412</td> <td style="text-align: center;">1,122</td> <td style="text-align: center;">307</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2001-2002</td> <td style="text-align: center;">894</td> <td style="text-align: center;">553</td> <td style="text-align: center;">725</td> <td style="text-align: center;">185</td> <td style="text-align: center;">64</td> </tr> <tr> <td>2002-2003</td> <td style="text-align: center;">1,242</td> <td style="text-align: center;">567</td> <td style="text-align: center;">536</td> <td style="text-align: center;">138</td> <td style="text-align: center;">35</td> </tr> <tr> <td>2003-2004</td> <td style="text-align: center;">1,262</td> <td style="text-align: center;">540</td> <td style="text-align: center;">615</td> <td style="text-align: center;">184</td> <td style="text-align: center;">49</td> </tr> <tr> <td>2004-2005</td> <td style="text-align: center;">1,255</td> <td style="text-align: center;">589</td> <td style="text-align: center;">619</td> <td style="text-align: center;">230</td> <td style="text-align: center;">78</td> </tr> <tr> <td>2005-2006</td> <td style="text-align: center;">1,467</td> <td style="text-align: center;">610</td> <td style="text-align: center;">570</td> <td style="text-align: center;">122</td> <td style="text-align: center;">21</td> </tr> <tr> <td>2006-2007</td> <td style="text-align: center;">1,472</td> <td style="text-align: center;">469</td> <td style="text-align: center;">588</td> <td style="text-align: center;">220</td> <td style="text-align: center;">82</td> </tr> </tbody> </table>		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	1998-1999	202	313	1,230	601	76	1999-2000	579	266	1,165	397	4	2000-2001	592	412	1,122	307	0	2001-2002	894	553	725	185	64	2002-2003	1,242	567	536	138	35	2003-2004	1,262	540	615	184	49	2004-2005	1,255	589	619	230	78	2005-2006	1,467	610	570	122	21	2006-2007	1,472	469	588	220	82
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<p><b>12. What are the applicable statutes and rules?</b></p>	<p>Section 1001.42(17)(d), F.S. – Powers and Duties of District School Board (Local-Level Decisionmaking). Section 1002.38, F.S. – Opportunity Scholarship Program.</p>																																																												

	<p>Section 1008.22, F.S. – Student Assessment Program for Public Schools.                  Section 1008.33, F.S. – Authority to Enforce Public School Improvement.                  Section 1008.34(2), F.S. – School Grading System; School Report Cards; District Grade (School Grades).                  Section 1008.34(3), F.S. – School Grading System; School Report Cards; District Grade (Designation of School Grades).                  Section 1008.34(4), F.S. – School Grading System; School Report Cards; District Grade (School Improvement Ratings).                  Section 1008.34(5), F.S. – School Grading System; School Report Cards; District Grade (School Report Card).                  Section 1008.341, F.S. – School Improvement Rating for Alternative Schools.                  Section 1008.345, F.S. – Implementation of State System of School Improvement and Education Accountability.                  Section 1008.36, F.S. – Florida School Recognition Program.                  Section 1011.62(1)(f), F.S. – Funds for Operation of Schools (Supplemental Academic Instruction; Categorical Fund).</p> <p>Rule 6A-1.09422, F.A.C. – Florida Comprehensive Assessment Test Requirements.                  Rule 6A-1.0943, F.A.C. – Statewide Assessment for Students with Disabilities.                  Rule 6A-1.09432, F.A.C. – Assessment of Limited English Proficient Students.                  Rule 6A-1.09981, F.A.C. – Implementation of Florida’s System of School Improvement and Accountability.</p>
<p><b>13. Where can I get additional information?</b></p>	<p>Florida Department of Education                  Evaluation and Reporting                  (850) 245-0411  <a href="http://www.fldoe.org/evaluation/">www.fldoe.org/evaluation/</a></p> <p>Assessment and School Performance                  (850) 245-0513  <a href="http://www.fldoe.org/asp/">www.fldoe.org/asp/</a></p> <p>Florida House of Representatives                  Schools &amp; Learning Council                  (850) 488-7451</p>



**Schools & Learning Council**  
**School Recognition**

**Fact Sheet**

January 2008

<p><b>1. What is the Florida School Recognition Program?</b></p>	<p>The Florida School Recognition Program provides public recognition and financial awards to schools demonstrating high student performance or showing substantial improvement in student performance.</p>
<p><b>2. Which schools are eligible for recognition?</b></p>	<p>Public schools, including charter schools, that receive a school grade of “A,” or that improve at least one letter grade from the prior year, are eligible for recognition and financial awards. In addition, alternative schools that maintain an “Improving” rating or improve at least one improvement-rating level are eligible. <b>(Refer to School Grades Fact Sheet.)</b></p>
<p><b>3. What is “deregulated status”?</b></p>	<p>Schools earning a school grade of “A” or improving at least two letter grades are eligible for “deregulated status” and increased authority over the allocation of the school’s budget. Schools eligible for deregulated status are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights; student health, safety, and welfare; public records and meetings; and certain budgeting and financial matters. In addition, school boards must give recognized schools greater authority over the school’s total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology.</p>
<p><b>4. Are schools that do not receive a school grade eligible for school recognition?</b></p>	<p>Yes. Alternative schools may choose to receive a school grade or an improvement rating. An alternative school receiving a school improvement rating is eligible for an award if it maintains an “Improving” rating or improves at least one improvement-rating level.</p>
<p><b>5. How many schools received school recognition this year?</b></p>	<p>In 2007, the school recognition list approved by the Department of Education includes 1,612 schools. The schools are receiving \$129,303,269 in financial awards.</p>
<p><b>6. Do schools have to apply to receive the award?</b></p>	<p>No. A school’s eligibility for an award is based exclusively on the school’s meeting statutorily defined performance criteria <b>(Refer to Question 2)</b>.</p>
<p><b>7. How much is the financial award for each school?</b></p>	<p>Award amounts equal \$100 per student based on the school’s prior year enrollment.</p>
<p><b>8. How may funds from the</b></p>	<p>Financial awards may be used for the following:</p>

## School Recognition

<p><b>financial awards be used?</b></p>	<ul style="list-style-type: none"> <li>• Nonrecurring bonuses for faculty and staff;</li> <li>• Nonrecurring expenditures for educational equipment or materials; or</li> <li>• Temporary personnel to assist in maintaining and improving student performance.</li> </ul>
<p><b>9. Who decides how the award is spent?</b></p>	<p>The school's staff and school advisory council jointly determine how the financial award is spent among the authorized purposes (<b>Refer to Question 8</b>). If a charter school does not have a school advisory council, the charter school's governing board should participate in the decision. If a school's staff and school advisory council do not reach a joint decision by November 1, the award is equally distributed to all classroom teachers currently teaching in the school.</p>
<p><b>10. May former faculty and staff employed at the school during the year the award was earned receive a bonus?</b></p>	<p>Yes. If the school's staff and school advisory council jointly approve bonuses before November 1, the school may pay the bonuses to faculty and staff employed during the school year for which the award was earned, even if a faculty or staff member is no longer employed by the school.</p>
<p><b>11. Are the financial awards subject to collective bargaining?</b></p>	<p>No. Current law specifies that "[n]otwithstanding statutory provisions to the contrary, incentive awards are not subject to collective bargaining."</p>
<p><b>12. What are the applicable statutes and rules?</b></p>	<p>Section 1001.42(17)(d), F.S. – Powers and Duties of District School Board (Local-Level Decisionmaking).            Section 1008.341, F.S. – School Improvement Rating for Alternative Schools.            Section 1008.345(7), F.S. – Implementation of State System of School Improvement and Education Accountability.            Section 1008.36, F.S. – Florida School Recognition Program.            Section 1003.63(7), F.S. – Deregulated Public Schools Pilot Program (Exemption from Statutes).</p> <p>Specific Appropriation 8, section 1, chapter 2007-72, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008.</p> <p>Rule 6A-1.09981(10), F.A.C. – Implementation of Florida's System of School Improvement and Accountability (Rewards and Recognition).</p>
<p><b>13. Where can I get additional information?</b></p>	<p>Florida Department of Education            Evaluation and Reporting            (850) 245-0411</p>

## School Recognition

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	<p><a href="http://www.fldoe.org/evaluation/">www.fldoe.org/evaluation/</a> Florida House of Representatives Schools &amp; Learning Council (850) 488-7451</p>
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## Schools & Learning Council **School Advisory Councils**

# Fact Sheet

January 2008

<p><b>1. What is a school advisory council?</b></p>	<p>A school advisory council (SAC) is part of Florida's system of school improvement and education accountability. District school boards are required to establish a SAC at each public school in the district. A school district that has a student population of 10,000 or fewer students may instead establish a district advisory council that includes representation by at least one teacher from each school in the district.</p> <p>The SAC assists in the preparation and evaluation of the school's improvement plan and assists the school principal in preparation of the school's annual budget.</p> <p>Each public school must annually approve and implement a school improvement plan that addresses student achievement goals and strategies. A plan may also include analysis of student achievement and other school performance data. Each plan must be designed to achieve state education priorities and student proficiency on the Sunshine State Standards.</p>
<p><b>2. Who are the members of a school advisory council?</b></p>	<p>The SAC is composed of the school principal and an "appropriately balanced" number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. A majority of the members must not be employed by the school.</p> <p>Council members who are teachers, education support employees, students, or parents are elected by their respective peer group at the school.</p> <p>High school and career center advisory councils must include students. Middle and junior high school advisory councils may include students. Career center and adult education center advisory councils are not required to include parents.</p> <p>The district school board must establish procedures for a school to select the SAC's business and community members. The district school board must review the membership of each SAC. If a SAC is not representative of the ethnic, racial, and economic community served by the</p>

## School Advisory Councils

	<p>school, the district school board must appoint additional members to achieve proper representation.</p> <p>State law prohibits funds in the Educational Enhancement Trust Fund (funds transferred from the sale of Florida Lottery tickets to benefit public education) from being released to a school district that does not comply with SAC membership requirements.</p>
<p><b>3. Is the membership of a school advisory council reviewed for compliance with state law?</b></p>	<p>Yes. School districts are required to develop policies for periodically monitoring the membership of SACs. The Department of Education is required to review the membership of each district's SACs. The Auditor General reviews SAC membership in his annual audits of school districts. In addition, the Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) reviews SAC membership as part of its best financial management practice reviews of each school district.</p>
<p><b>4. What are the duties of a school advisory council?</b></p>	<p>Each SAC has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• To assist in the preparation and evaluation of the school improvement plan;</li> <li>• To assist the school principal in the preparation of the school's annual budget;</li> <li>• To jointly determine with the school's staff the use of funds received from financial awards under the Florida School Recognition Program (<b>Refer to School Recognition Fact Sheet</b>);</li> <li>• To select programs and projects to receive funds provided to the school for enhancing student performance (<b>Refer to Question 5</b>);</li> <li>• To approve or disapprove proposals for programs that do not include a textbook as a major tool of instruction;</li> <li>• To perform those other functions prescribed by regulations of the district school board; and</li> <li>• If applicable, to develop with the school principal a proposal for the school to become a "deregulated school."</li> </ul>
<p><b>5. Is funding provided for school advisory councils?</b></p>	<p>Yes. A portion of the funds deposited in the state's Educational Enhancement Trust Fund is distributed to each school district for disbursement to the public schools. The funds are used for programs and projects to enhance school performance through development and implementation of each school's improvement plan. These funds may be used only for programs or projects selected by the SAC. Neither school district staff nor a principal may override the recommendations of the SAC on the use of the</p>

## School Advisory Councils

	<p>funds. The funds may not be used for capital improvements or for programs or projects having a duration of more than 1 year.</p> <p>In addition, the SAC jointly determines with the school's staff the use of any funds awarded to the school through the Florida School Recognition Program. However, if the school staff and the SAC cannot reach agreement by November 1, the awards must be equally distributed to all classroom teachers currently teaching in the school. <b>(Refer to School Recognition Fact Sheet.)</b></p>
<p><b>6. How much funding is provided for school advisory councils?</b></p>	<p>The General Appropriations Act for Fiscal Year 2007-2008 provides \$263,449,842 for school districts from the Educational Enhancement Trust Fund. Of these funds, \$100 per student is provided for each school receiving financial awards under the Florida School Recognition Program (totaling \$129,303,269).</p> <p>The remaining \$134,146,573 is provided to the school districts. From these funds, each school district must allocate at least \$10 per unweighted full-time equivalent (FTE) student for the programs and projects selected by each SAC for enhancing student performance through its school improvement plan. The Legislature has provided funds for SACs each fiscal year since 1997.</p>
<p><b>7. Are meetings of a school advisory council subject to the Government-in-the-Sunshine Law?</b></p>	<p>Yes. SAC meetings are public meetings that are subject to the Government-in-the-Sunshine Law.</p>
<p><b>8. What are the applicable statutes and rules?</b></p>	<p>Section 24.121, F.S. – Allocation of Revenues and Expenditure of Funds for Public Education (Educational Enhancement Trust Fund; lottery funds).          Section 286.011(1), F.S. – Public Meetings and Records; Public Inspection; Criminal and Civil Penalties (Government-in-the-Sunshine Law).          Section 1001.42(16), F.S. – Powers and Duties of District School Board (School Improvement Plans; Approval Process).          Section 1001.452, F.S. – District and School Advisory Councils.          Section 1003.63, F.S. – Deregulated Public Schools Pilot Program.          Section 1006.28(1), F.S. – Duties of District School Board, District School Superintendent; and School Principal Regarding K-12 Instructional Materials (District School Board).          Section 1008.345(6) and (8)(c), F.S. – Implementation of</p>



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	<p>State System of School Improvement and Education Accountability. Section 1008.36, F.S. – Florida School Recognition Program.</p> <p>Specific Appropriation 8, section 1, chapter 2007-72, L.O.F. – General Appropriations Act for Fiscal Year 2007-2008.</p>
<b>9. Where can I get additional information?</b>	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 <a href="http://www.bsi.fsu.edu">www.bsi.fsu.edu</a></p> <p>Florida House of Representatives Schools &amp; Learning Council (850) 488-7451</p>



**Schools & Learning Council**  
**No Child Left Behind (NCLB) Act**

**Fact Sheet**

January 2008

<p><b>1. What is the <i>No Child Left Behind Act</i>?</b></p>	<p>The United States Congress, under the <i>Elementary and Secondary Education Act (ESEA) of 1965</i>, has annually provided federal funds to the states and local education authorities (school districts) to improve educational opportunities for economically disadvantaged students.</p> <p>The <i>No Child Left Behind (NCLB) Act of 2001</i> reauthorized and substantially revised the ESEA. The NCLB act's revisions were based on four education reform principles:</p> <ul style="list-style-type: none"><li>• Stronger accountability for results;</li><li>• Greater flexibility for states, school districts, and schools in the use of federal funds;</li><li>• More choices for parents of children from disadvantaged backgrounds; and</li><li>• An emphasis on teaching methods that have been demonstrated to work.</li></ul> <p>In addition, the NCLB act also increases emphasis on reading, especially for young children; enhancing the quality of the nation's teachers; and ensuring that all students learn English.</p>
<p><b>2. How does the NCLB act strengthen education accountability?</b></p>	<p><b>Challenging Academic Standards.</b> The NCLB act requires each state to adopt challenging academic content and student achievement standards. The standards must:</p> <ul style="list-style-type: none"><li>• Apply to all public schools and students in the state;</li><li>• Define academic content in mathematics, reading or language arts, and (beginning in the 2005–2006 school year) science;</li><li>• Describe three levels of student achievement (basic, proficient, and advanced).</li></ul> <p>Florida's NCLB state plan explains that the state has adopted the <i>Sunshine State Standards</i> as the state's academic content standards for purposes of the NCLB act. <b>(Refer to Sunshine State Standards Fact Sheet.)</b> In addition, the state plan describes that the Florida Comprehensive Assessment Test (FCAT) measures student achievement of the <i>Sunshine State Standards</i>. Student achievement on the FCAT is expressed through five achievement levels. Level 5 represents the greatest achievement, while Level 1 signifies the lowest achievement. <b>(Refer to Florida Comprehensive Assessment Test (FACT) Fact Sheet.)</b> Florida's NCLB state plan explains that the FCAT</p>

## No Child Left Behind Act (NCLB)

achievement levels are reported as NCLB achievement levels, as follows:

NCLB	FCAT
Advanced	Level 5
Proficient	Levels 3 and 4
Basic	Level 2 (Basic) and Level 1 (Below Basic)

**High-Quality Academic Assessments.** The NCLB act requires each state to implement a set of high-quality, annual student academic assessments. The assessments must include, at a minimum, academic assessments in mathematics, reading or language arts, and (beginning with the 2007-2008 school year) science. The assessments must be valid, reliable, and aligned to the state’s academic content and student achievement standards. The assessments must also be the same academic assessments used to measure the achievement of all students, but allows reasonable accommodations for students with disabilities. School districts may also test limited English proficient (LEP) students for no more than two consecutive years in a language other than English, if it would likely yield more accurate and reliable information on the student’s achievement. Florida’s NCLB state plan identifies that the state uses FCAT as its academic assessment for purposes of the NCLB act. **(Refer to Florida Comprehensive Assessment Test (FCAT) Fact Sheet.)**

**Annual Measureable Objectives.** The NCLB act required each state to adopt annual measurable objectives for student achievement on the state’s academic assessments. The objectives must identify a minimum percentage of students who are required to meet or exceed the “proficient” level on the state’s academic assessments. The objectives also had to set a “starting point” for the 2001-2002 school year and include increases in the objectives through the 2013-2014 school year, at which point all students (100 percent) are expected to meet or exceed the state’s proficient level. A state’s NCLB state plan must include separate annual objectives for mathematics and reading or language arts. Florida’s state plan includes the following annual objectives:

	Percentage Proficient (FCAT Levels 3, 4, or 5)	
	Reading	Mathematics
2007-2008	58%	62%
2008-2009	65%	68%
2009-2010	72%	74%
2010-2011	79%	80%
2011-2012	86%	86%
2012-2013	93%	93%

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	<b>2013-2014</b>	100%	100%
<p><b>Adequate Yearly Progress.</b> The NCLB act requires a state to demonstrate, using its academic assessments, that the state and all of its school districts and public elementary and secondary schools are meeting its annual measurable objectives, thereby showing annual increases in student achievement. In addition, the NCLB act requires the state to narrow achievement gaps of the following subgroups within the state, districts, and schools:</p> <ul style="list-style-type: none"> <li>• Economically disadvantaged students (eligible for free or reduced-price meals under the National School Lunch Program);</li> <li>• Students from major racial and ethnic groups: White, Black, Hispanic, Asian, and American Indian (separately);</li> <li>• Students with disabilities; and</li> <li>• Students with limited English proficiency.</li> </ul> <p>In order for the state, a school district, or a school to make “adequate yearly progress” (AYP), its students must achieve the required percentage of “proficient” students listed in its annual measurable objectives in both mathematics and reading or language arts, as measured by the state’s academic assessments. In addition to all students earning the minimum percentage at the “proficient level”, AYP requires that the students in each subgroup earn the minimum percentage as a subgroup. The NCLB act, however, includes a “safe harbor” provision that allows a state to make AYP if the number of students in a subgroup which fail to achieve the minimum percentage is reduced by 10 percent from the previous year and at least 95 percent of students in the subgroup take the academic assessments.</p> <p><b>State Accountability and Report Cards.</b> The NCLB act requires each state to develop and implement a single, statewide accountability system. The system must include sanctions and rewards, such as bonuses and recognition, to hold schools and school districts accountable for student achievement. As part of the accountability system, states and schools districts must publish annual report cards. The report cards must include, among other data, the state’s or district’s performance on its annual measurable objectives, whether schools made adequate yearly progress or were identified for school improvement, and the performance of students in each subgroup.</p> <p><b>School Improvement and Corrective Actions.</b></p> <ul style="list-style-type: none"> <li>• <b>School Improvement Plans.</b> The NCLB act requires a state to</li> </ul>			

## No Child Left Behind Act (NCLB)

	<p>identify for school improvement a public school receiving federal Title I funds that fails, for two consecutive years, to make AYP. A school identified for school improvement must develop or revise a two-year school plan, in consultation with parents, school staff, the school district, and outside experts. The school plan must be approved by the school district. In addition, the school district must provide the school with technical assistance.</p> <ul style="list-style-type: none"><li>• <b>Public School Choice Transfer Option.</b> A school district must allow a student attending a school identified for school improvement (failing to make AYP for two consecutive years) to transfer to another public school (including a public charter school) no later than the beginning of the next school year (unless prohibited by state law). In providing this transfer option, school districts must give first priority to the lowest achieving students from low-income families.</li><li>• <b>Supplemental Educational Services.</b> If, after one school year, a school identified for school improvement fails to make AYP, the school district must use a portion of its Title I funds to provide “supplemental educational services” (SES) for students attending the school who are from low-income families (typically those eligible for free or reduced-price meals under the National School Lunch Program). SES include tutoring, after-school services, summer school, and other supplemental academic enrichment services, offered by state-approved public or private service providers.</li><li>• <b>Corrective Actions.</b> If, after two school years, a school identified for school improvement fails to make AYP, the NCLB act requires the school district to take at least one of the following corrective actions: replace school staff, institute and implement a new curriculum, decrease management authority at the school level, appoint an outside expert advisor for the school, extend the school year or school day, or restructure the school’s organization.</li><li>• <b>Restructuring.</b> If a school under corrective action fails to make AYP the following year, the school district must implement at least one of the following: reopen the school as a public charter school, replace most of the school staff, contract with a private entity to operate the school, turn the school’s operation over to the state (if permitted under state law), or other major restructuring of the school’s governance or staffing.</li></ul> <p><b>National Assessment of Educational Progress.</b> The NCLB act also requires school districts to participate in the biennial National Assessment of Educational Progress (NAEP)</p>
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	assessment in reading and mathematics for students in grades 4 and 8.
<p><b>3. How does the NCLB act expand flexibility and local control?</b></p>	<p>The NCLB act provides states and school districts with expanded flexibility in how they may use federal education funds. The flexibility provisions include:</p> <ul style="list-style-type: none"> <li>• Authority for states and school districts to transfer up to 50 percent of the funding they receive under four major state grant programs to any one of the programs, or to Title I. Covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools; and</li> <li>• A Competitive State Flexibility Demonstration Program that permits up to seven states to consolidate the state share of nearly all federal state grant programs while providing additional flexibility in their use of Title V Innovation funds (currently, no states have the flex authority).</li> </ul>
<p><b>4. How does the NCLB act enhance parental choice?</b></p>	<p>As previously discussed, the NCLB act requires a school district to allow a student attending a school that fails to make AYP for two consecutive years to transfer to another public school (including a public charter school) no later than the beginning of the next school year (unless prohibited by state law) <b>(Refer to Question 2)</b>.</p> <p>If a school fails to make AYP for three consecutive years, students attending the school from low-income families (eligible for free or reduced-price meals) are eligible for supplemental educational services (SES) (e.g., tutoring, after-school services, summer school) <b>(Refer to Question 2)</b>.</p> <p>In addition, the NCLB act requires states to adopt and implement a statewide policy requiring that a student who attends a persistently dangerous public school, or who becomes a victim of a violent criminal offense while in or on school grounds, be permitted to transfer to a safe public school in the district, including a public charter school.</p>
<p><b>5. How does the NCLB act promote teaching methods for reading which are proven to work?</b></p>	<p>The NCLB act created the <i>Reading First</i> program. The program provides assistance to states and school districts for establishing scientifically based reading programs for students enrolled in kindergarten through grade 3. Funds support increased professional development to ensure that all teachers have the skills they need to teach these programs effectively. The program also supports the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading and to monitor their progress. The program awards grants to the states, and school districts apply to the state for subgrants. Funds are allocated</p>

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	<p>among the states according to the proportion of children ages 5 to 17 who reside in state and who are from families with incomes below the poverty line. <b>(Refer to Reading Fact Sheet.)</b></p>
<p><b>6. How does the NCLB act strengthen teacher quality?</b></p>	<p>The NCLB act required each state’s NCLB state plan to provide for an annual increase in the percentage of “highly qualified teachers” at each school district and school, to ensure that all teachers in core academic subjects in each public school are highly qualified by the end of the 2005-2006 school year. The NCLB act requires a teacher to meet the following standards in order to be a “highly qualified teacher”:</p> <ul style="list-style-type: none"> <li>• <b>All Teachers.</b> Must have full state certification (which may include alternative certification) or pass a state licensing examination and have a license to teach in the state.</li> <li>• <b>New Elementary School Teachers.</b> Must hold a bachelor’s or higher degree and pass a rigorous state test (may be certification or licensing test) that shows a teacher’s subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum.</li> <li>• <b>New Middle or High School Teachers.</b> Must hold a bachelor’s or higher degree and demonstrate a high level of competency in each of the academic subjects taught by passing a rigorous state test (may be certification or licensing test) in each subject or completing, in each subject, an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.</li> <li>• <b>Experienced Teachers.</b> Must hold a bachelor’s or higher degree, meet the requirement for a new teacher (listed above), and demonstrate competence in each academic subject taught based on a uniform state evaluation. The evaluation must provide objective information about the teacher’s attainment of core content knowledge in the subjects taught, and teaching skills, appropriate for the grade level taught. The evaluation must also be aligned to the state’s academic content standards and student achievement standards <b>(see Question 2).</b></li> </ul> <p><b>(Refer to Teacher Certification Fact Sheet.)</b></p>
<p><b>7. How does the NCLB act promote English proficiency?</b></p>	<p>The NCLB act authorizes states to submit plans to the United States Department of Education which describe each state’s process for awarding subgrants to school districts; how the state will establish standards and objectives for raising the level of English proficiency which are aligned with state standards; and, how the state will hold districts and schools accountable for meeting all of the state’s annual measurable objectives and making AYP for limited English proficient (LEP) students.</p>

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	<p>School districts must use Title III funds to provide high-quality language instruction programs that are based on scientifically based research, and that have demonstrated that they are effective in increasing English proficiency and student achievement. Districts are required to provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient students. In addition, districts are held accountable for making AYP and meeting all annual measurable objectives (<b>see Question 2</b>).</p> <p><b>(Refer to English for Speakers of Other Languages (ESOL) Fact Sheet.)</b></p>
<p><b>8. What are the applicable statutes?</b></p>	<p>Section 1008.22, F.S. – Student Assessment Program for Public Schools.            Section 1008.345, F.S. – Implementation of State System of School improvement and Educational Accountability.</p> <p>Public Law 107-110 (2002). – <i>No Child Left Behind Act of 2001</i>.            Title 20, United States Code, section 6311. – State Plans.            Title 20, United States Code, section 6316. – Academic Assessment and Local Educational Agency and School Improvement.            Title 20, United States Code, section 6317. – School Support and Recognition.            Title 20, United States Code, section 6318. – Parental Involvement.            Title 20, United States Code, section 6319. – Qualifications for Teachers and Paraprofessionals.            Title 20, United States Code, section 6801-7014. – Language Instruction for Limited English Proficient and Immigrant Students.            Title 20, United States Code, section 7801(23). – Definitions (“Highly Qualified Teacher”).            Title 20, United States Code, section 7912. – Unsafe School Choice Option.</p>
<p><b>9. Where can I find additional information?</b></p>	<p>United States Department of Education            Office of Elementary and Secondary Education            (202) 401-0113  <a href="http://www.ed.gov/nclb">www.ed.gov/nclb</a></p> <p>Florida Department of Education            Division of K-12 Public Schools            (850) 245-0509  <a href="http://www.fldoe.org/NCLB">www.fldoe.org/NCLB</a></p> <p>Florida House of Representatives</p>



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