

Florida
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	<p>According to Florida law, all students must take required courses, earn the correct number of credits, maintain a passing grade point average, and pass the grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) reading and grade 10 FCAT Mathematics in order to receive a standard high school diploma. Also, beginning July 1, 2010, students who have not passed the FCAT may substitute concordant passing scores at any time. (Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.)</p> <p>Students entering grade 9 in 2010-11 will be required to pass Florida End-of-Course (EOC) Assessments in order to earn credit for certain courses required for graduation.</p>
Type of test	Comprehensive standards-based exam; students entering grade 9 in 2010-11 will be required to pass EOC assessments in order to earn credit for certain courses required for graduation.
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Determine prospective high school graduates’ mastery of the state curriculum • Encourage districts and schools to identify and serve students at risk of academic failure • Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions • Increase alignment of local curriculum and programs of instruction with state education standards • Promote equity of opportunity across all student groups • Meet a state mandate
Major changes in exit exam policy since the 2009-10 school year for financial reasons	None
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	Beginning with the 2010-11 school year, the statewide assessment program began transitioning to assessing student understanding of the Next Generation Sunshine State

	<p>Standards through the implementation of the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course Assessments. Selected grades and subjects continue to participate in FCAT assessments until the final transition is complete. The proposed schedule for this transition is posted at http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf and guided by the requirements of SB4, passed during the 2010 legislative session (see: http://laws.flrules.org/files/Ch_2010-022.pdf). While Florida began the transition this year, Florida’s 2011 graduates remain under the current system as reported in this survey.</p> <p>Also, beginning July 1, 2010, students who have not passed the FCAT may substitute concordant passing scores at any time. (Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.) As of November 30, 2009, the concordant score requirements changed for the 2010-11 graduation cohort and beyond. Guidance on these changes is provided in the document posted at http://info.fldoe.org/docushare/dsweb/Get/Document-5679/dps-2010-32.pdf.</p>
Year first administered	<p>1998 – FCAT</p> <p>2011- FCAT 2.0 Reading</p>
Year diplomas first withheld	<p>2003</p>
Subjects tested on exam	<p>Reading and mathematics</p>
Subjects required for graduation	<p>Reading and mathematics</p>
Grade exam first administered	<p>10th</p>
Grade(s) exam aligned to	<p>10th</p>
Number of retakes allowed <i>before</i> the end of	<p>Four, with the first retake opportunity in October of 11th grade.</p>

<p>grade 12</p>	<p>Retake policies for EOC assessments are still being determined; the current plan for Algebra 1 will allow for six retake opportunities (fall, spring, and summer).</p>
<p>Number of retakes allowed <i>after</i> grade 12</p>	<p>Students who have not passed the FCAT but have met other graduation requirements may retake the exam after 12th grade and still receive a standard diploma. There are no limits on the number of retakes or the age for retaking the exam. Florida Statute 1008.22, F.S allows the Department to discontinue the administration of the former exit exam two years after the new exit exam is administered and allows students to use concordant scores on the new exit exam.</p>
<p>Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?</p>	<p>Yes. Results from the first test administration in 10th grade are used to meet NCLB requirements.</p> <p>Florida will begin “banking” middle school student scores on the Algebra 1 EOC Assessment for future use in high schools for NCLB adequate yearly progress (AYP) calculations.</p>
<p>Is the same cut score used for graduation and NCLB accountability purposes?</p>	<p>No. The FCAT reading and mathematics passing scores for graduation are lower (in the mid-range of the Level 2 or “basic” score) than those used for NCLB purposes (Level 3).</p> <p>FCAT 2.0 Reading and Mathematics and the Algebra 1 EOC Assessment will have the same cut scores as those used for NCLB accountability purposes. Cut scores for the new EOC assessments have not been determined at this time.</p> <p>Cut scores for the new EOC assessments have not been determined at this time.</p>
<p>Considerations given to changing the cut score needed to pass the exam for graduation purposes in the past year</p>	<p>No. However, student results for the Spring 2011 FCAT 2.0 Reading assessment were reported on the existing FCAT scale through an equipercentile linking process as FCAT Equivalent Scores.</p>
<p>Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities</p>	<p>Yes. Criteria for alternate paths to graduation are prescribed in Florida law. Sections 1003.428(4)(b) and 1008.22(10), Florida Statutes (F.S.), provide for the use of concordant scores from “widely used high school achievement tests” (e.g., PSAT, PLAN, ACT, SAT, CPT) in lieu of FCAT scores to satisfy Florida’s graduation test requirements in reading and math. The</p>

	<p>state department of education identifies concordant scores on applicable examinations for this purpose.</p> <p>HB 7183 establishes that students in the GED Exit Option program who earn their diplomas by passing both sections of the FCAT or the ACT or SAT and the GED test will receive a Florida high school equivalency diploma instead of the “standard” diploma.</p> <p>Legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the “Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act” (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes.</p>
<p>Determination of eligibility to pursue these alternate paths to graduation</p>	<p>Beginning July 1, 2010 Senate Bill 4 went into effect allowing students to use concordant scores if they didn’t pass the Grade 10 FCAT after the first attempt.</p>
<p>Number and percentage of students who used alternate paths in the 2010-11 school year</p>	<p>Data for the 2010-11 school year on the number of students who used concordant scores to graduate will not be available until late fall 2011.</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>None. However, English language learners (ELLs) may use the alternative score options available to general education students.</p> <p>Accommodations for ELLs are provided, including those classified under flexible setting, flexible scheduling, additional time, and assistance in their heritage language.</p>
<p>Number and percentage of ELL students using alternate paths in the 2010-11 school year</p>	<p>Data for the 2010-11 school year on the number of English Language Learners who used concordant scores as an alternate path will not be available until late fall 2011.</p>

<p>Alternate paths to graduation specifically for students with disabilities</p>	<p>Yes. The FCAT/EOC assessment requirement may be waived for students with disabilities who have not achieved a passing score on the exam after two attempts and have met all other requirements to graduate with a standard diploma. These students must have an IEP and meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes, and their IEP team must approve the waiver.</p> <p>Accommodations for students with disabilities are provided, including those classified under presentation, responding, and scheduling. Requests for unique accommodations will be reviewed.</p>
<p>Number and percentage of students with disabilities using alternate paths in the 2010-11 school year</p>	<p>Data for the 2010-11 school year on the number of students with disabilities who received a waiver will not be available until later this fall.</p>
<p>Is the exit exam used by postsecondary institutions for undergraduate admission purposes?</p>	<p>No</p>
<p>Is the exit exam used by postsecondary institutions for placement purposes?</p>	<p>There has been an ongoing pilot project for students who score at high achievement levels on the FCAT to go directly into college level courses without additional testing.</p>
<p>Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?</p>	<p>Some colleges are allowing dual enrollment students and regular admissions to be granted exemptions, but only students who scored at high achievement levels on the FCAT. This policy is not statewide.</p>
<p>Can students receive any form of postsecondary education course credit for their performance on the exit exam?</p>	<p>No</p>
<p>Access to initial and cumulative pass rates on</p>	<p>http://fcats.fldoe.org/mediapacket/2011/default.asp</p>

high school exit exams	
State participation in the Common Core State Standards (CCSS)	Florida has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	Florida is a member of PARCC only.
Impact of adoption of the CCSS on high school exit exam policies	The impact of the adoption of CCSS on high school exit examinations has not yet been determined. There is currently no legislation proposed for the 2012 legislative session that addresses this issue. It is anticipated that policies similar to the ones currently in place will be applied when the operational assessment of student mastery of the CCSS begins in 2014-15.
Plans to replace or realign the current exit exam in English language arts with a new assessment aligned to the CCSS	Yes. Florida plans to adopt statewide assessments of the CCSS in ELA/ Literacy and mathematics in 2014-15. Florida intends to replace the current exit exams with PARCC-developed exams once they have been created and passing scores have been established. Until then, current assessment systems will remain in place.
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	Yes. Florida plans to adopt statewide assessments of the CCSS in ELA/ Literacy and mathematics in 2014-15. Florida intends to replace the current exit exams with PARCC-developed exams once they have been created and passing scores have been established. Until then, current assessment systems will remain in place.
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	Florida’s proposed transition schedule, which includes PARCC assessments, can be found at http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	It is anticipated that the reintroduction of performance tasks and the higher-order thinking skills involved will increase the rigor of the high school exit assessments in ELA/ Literacy and mathematics.

Preparation for students and teachers to transition to new exam	The implementation plan for the Common Core Standards can be found at http://www.fldoe.org/parcc/pdf/ImplementationTimeline.pdf .