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A. MIDDLE GRADES PROMOTION REQUIREMENTS

The bill revises section 1003.4156, Florida Statutes (F.S.), Middle grades promotion requirements, to:

- Add language that states that, while successful completion of a high school level Algebra 1, Geometry, or Biology 1 course in middle school is not contingent upon the student's performance on the End-of-Course (EOC) assessment, students must meet the EOC assessment requirement under s. 1008.22 (3)(c) 2.a., F.S., in order to earn a high school credit.
- State that students in grades six through eight who earned high school credit for Algebra 1 before the 2010–2011 school year are not subject to the EOC assessment requirement.
- State that students in grades six through eight who earned high school credit for Geometry or Biology 1 before the 2012–2013 school year are not subject to the EOC assessment requirement.
- Change reference to the CHOICES for the 21st Century program to Florida CHOICES; requires that the personalized academic and career plan (electronic Personalized Education Plan [ePEP]) must inform students of high school graduation requirements, high school assessment, college entrance test requirements, and programs through which a high school student can earn college credit, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, career academy opportunities, and courses that lead to national industry certification.

QUESTIONS AND ANSWERS

1. **If a student completes the high school level Algebra 1 course in the middle grades prior to entering high school in the 2010–2011 school year, does the student have to take the Algebra 1 EOC Assessment as a high school 9th grader?**

Yes. The law requires a student who enters grade nine in 2010–2011 and who previously earned high school credit in Algebra 1 to take the Algebra 1 EOC Assessment during the 2010–2011 school year. Performance on the Algebra 1 EOC Assessment will not affect the student's previously earned Algebra 1 course grade, but will be included as part of the adequately yearly progress (AYP) school results for 2011–2012.

2. **What are the EOC assessment requirements for middle grades students completing high school level courses in grades 6–8?**

Middle Grade Student 2010–2011

- Algebra 1 EOC Assessment—A student completing Algebra 1 or an equivalent course must take the Algebra 1 EOC Assessment. However, there are no state requirements for using the Algebra 1 EOC Assessment score to calculate the student's final course grade or for the student to receive a passing Algebra 1 EOC Assessment score to earn high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC assessment upon entering high school; the credit is banked. The EOC score is banked for use in high school accountability grades.
- Geometry EOC Assessment—not applicable.
- Biology 1 EOC Assessment—not applicable.

Middle Grade Student 2011–2012

- Algebra 1 EOC Assessment—A student completing Algebra 1 or an equivalent course must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. If the student passes the course (regardless of the Algebra 1 EOC Assessment score),

the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn the required high school credit for Algebra 1.

- Geometry EOC Assessment—A student completing Geometry or an equivalent course must take the Geometry EOC Assessment. However, there are no state requirements for using the Geometry EOC Assessment score to calculate the student’s final course grade or for the student to receive a passing Geometry EOC Assessment score to be awarded high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC assessment upon entering high school; the credit is banked. The EOC assessment score is banked and may be used for high school accountability if the accountability formula is changed to include this measure.
- Biology 1 EOC Assessment—A student completing Biology 1 or an equivalent course must take the Biology 1 EOC Assessment. However, there are no state requirements for using the Biology 1 EOC Assessment score to calculate the final course grade or for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC assessment upon entering high school; the credit is banked. The EOC assessment score is banked and may be used for high school accountability if the accountability formula is changed to include this measure.

Middle Grade Student 2012–2013

- Algebra 1 EOC Assessment—A student completing Algebra 1 or an equivalent course must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school GPA. If a student does not pass the EOC assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn the required high school credit for Algebra 1.
 - Geometry EOC Assessment—A student completing Geometry or an equivalent course must take the Geometry EOC Assessment and achieve a passing score to be awarded high school credit. If a student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school GPA. If the student does not pass the EOC assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry.
 - Biology 1 EOC Assessment— A student completing Biology 1 or an equivalent course must take the Biology 1 EOC Assessment and achieve a passing score to be awarded high school credit. If a student passes the course (regardless of the Biology 1 EOC Assessment score), the course may count as one of the three science courses required for promotion to high school and the course grade used as part of the high school GPA. If the student does not pass the EOC assessment, the student must retake the Biology 1 EOC Assessment and achieve a passing score to earn the required high school credit for Biology 1.
3. **Once a passing score on an EOC assessment is required to earn the course credit, if a student passes the EOC assessment but fails the course is the student required to retake the course?**

No. The student earns the required credit through the EOC assessment, not completing the course.

- 4. Once the passing score on an EOC assessment is required to earn the course credit, if a student passes the course but fails the EOC assessment is the student required to retake the course?**

No, the student does not need to retake the course. The student can continue to take the EOC assessment when it is offered until earning a passing score and the course credit.

- 5. For students who complete a high school level course in Algebra, Geometry, or Biology 1 (or equivalent courses) in grades 6–8, does the EOC assessment score count as 30 percent of the student’s course grade?**

No. There is no state requirement to count the EOC assessment score as part of the student’s course grade for students taking high school level courses in the middle grades.

- 6. In future years, when the EOC assessment is used for course credit, can a middle grades student take an EOC assessment and earn the high school credit required for graduation without ever taking the course in middle grades or high school?**

Yes.

- 7. Where can information be obtained and school training be requested related to Florida CHOICES, Florida Academic Counseling and Tracking for Students (FACTS.org), ePEP, and the career and education planning course?**

For information on the middle grades career and education planning course, or to request district training on Florida CHOICES, please contact:

Margaret “Peggy” Land
Division of Career and Adult Education
Margaret.Land@fldoe.org
1 (800) 342-9271

For information on school training related to the ePEP and FACTS.org, please contact:

Melissa Benson
Melissa.Benson@fldoe.org
www.FACTS.org
1 (866) 324-2618

- 8. How does the ePEP on FACTS.org inform students?**

The ePEP assists students by informing them of the following:

- High school graduation requirements
- Florida Bright Futures Scholarship Program requirements
- State university and Florida college admission requirements and programs through which a high school student can earn college credit including
- Advanced Placement
- International Baccalaureate
- Advanced International Certificate of Education
- Dual enrollment and career academy opportunities

The ePEP guides students to select the correct courses based on the high school diploma type, graduation track, and graduation plan they choose in their ePEP settings. Rigorous courses, including AP, IB, AICE, and dual enrollment can be included in the ePEP and are marked with an asterisk. Comments on the ePEP note the number of rigorous courses planned and indicate which

which earn college credit. If the student plans AP courses, the link “College Credit by Exam Equivalency Chart” appears.

Once a student begins high school, the High School Academic Evaluations compare transcript information against requirements for high school graduation, Bright Futures Scholarships, and state university system admissions. These give students personalized evaluations of which requirements have been met and which have not. The Bright Futures GPA is also calculated for the student.

Information on courses that lead to industry certification will appear on the ePEP in the future.

9. For a student who completes a high school level course in grades 6–8, how can the district ensure that the student’s high school credit is included as part of the student’s high school transcript and is listed as part of the student’s ePEP?

The school and the district must report high school courses taken (using the high school course number) and the student’s EOC assessment scores in the Florida Automate System for Transferring Educational Records (FASTER) system.

10. How do I make sure a middle school student’s credit earned in middle grades shows up in ePEP?

It has come to the attention of the FASTER office that there may be some confusion, or misinformation, regarding the reporting of high school courses taken during a student’s middle school career. If a middle school student passes a course that is designated in the Course Code Directory (CCD) as a high school course, then that course information should be reported by sending the student’s transcript to Bright Futures (BF) via FASTER. To ensure the ePEP is displaying all credited courses for middle school and high school, a transcript reflecting all credits earned must be transmitted to Bright Futures via FASTER to determine a correct evaluation of a student’s pathway. Additionally, in the future, middle schools might earn school grade credit for accelerating students. This will need to be reported before students enter high school. Once the Credit Acceleration Program (CAP) is available, a middle school student could accumulate several credits prior to high school.

In March 2007, there was a policy change involving how the Ninth Grader Course Flag (“9”) is used. A new edit was put in place, in the BF evaluation program, to cease looking for the Ninth Grader Course Flag. This allowed any student in grade level 6–8 to have their school courses count in the BF and ePEP evaluations if the high school course was on the CCD. We have tightened up the BF edit to make sure that if the Ninth Grader Course Flag is used, the student’s grade level must be middle or high school. The new description of the flag has not been updated in our FASTER manual, but this correction will be made within the next few days.

How the flag works:

If the Course Flag = 9, the Grade Level is middle school or high school, and the course is a valid high school course as listed on the CCD, the student will receive the credit.

If the Course Flag = 9, the Grade Level is middle school or high school, and the course is not a valid high school course, the student will not receive the credit. The flag is overridden by the valid course from the CCD.

If the course is not a high school credit course, then it is suggested that you not send the course, or if you do send the course make sure it has a grade level of 6–8, with a valid middle school course number. It will not be reflected in BF or ePEP evaluations.

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Resource

[Middle Grades Students and EOC Assessment Requirements Chart](#)

B. HIGH SCHOOL GRADUATION REQUIREMENTS

General Requirements Option (minimum 24 credits)

The bill revises s. 1003.428, F.S., General requirements for high school graduation; revised, to:

- Delete reference to the first year of high school and replace it with grade nine.
- Require that, beginning with the cohort of students entering grade nine in the 2010–2011 school year, Geometry or equivalent courses must be one of the four required mathematics courses, and the Algebra 1 EOC Assessment requirement must be met in order for a student to earn the required credit in Algebra 1. For the cohort of students entering grade nine in the 2011–2012 school year, they will have to meet EOC assessment requirements for both Algebra 1 and Geometry. Beginning with the cohort of students entering grade nine in the 2012–2013 school year, in addition to the Algebra 1 and Geometry credit requirements, one of the four credits in mathematics must be an Algebra 2 or equivalent course. It deletes the encouragement to school districts to increase enrollments in Geometry and Algebra 2.
- Require that, beginning with the cohort of students entering grade nine in the 2011–2012 school year, one of the three credits in science must be a Biology 1 or equivalent course and the EOC assessment requirements must be met in order for the student to earn the required credit in Biology 1. It also requires that, beginning with students entering grade nine in the 2013–2014 school year, one of the three science credits must be Biology 1 or equivalent courses, one must be chemistry or physics or equivalent courses, and one must be an equally rigorous science course.
- Rename “American History” to “United States History.”
- Eliminate the requirement for four credits in a major area of interest. Students are still required to earn eight elective credits.
- Create the Credit Acceleration Program that allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment, whether or not the student is enrolled in the course or has finished the course. The school district is required to allow a student to take the standardized EOC assessment during its regular administration, whether or not the student is enrolled in the course or has finished the course.
- Require that district school boards establish standards for graduation, including weighting of statewide EOC assessments that are developed in addition to Algebra 1, Geometry, and Biology 1 as at least 30 percent of a student’s course grade
- Require that the EOC assessment results be waived for the purpose of determining the student’s course grade and credit for a student with a disability for whom the individual education plan (IEP) committee determines that the assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations.

Accelerated High School Graduation Options (three-year)

The bill revises s. 1003.429, Accelerated high school graduation options, to:

- Add s. 1003.428, F.S., as reference for the completion of the general requirements for high school graduation.
- Apply the same course and EOC assessment requirements described in Section 3 of the bill to students in both the career and college preparatory 18-hour accelerated graduation options.
- Increase the mathematics credit requirements from three to four for the cohort of students entering grade nine in 2010–2011

- Reduce the elective credit requirement in the college prep option from three to two for the cohort of students entering grade nine in 2010–2011.
- Reduce the elective credit requirement in the career prep option from two to one for the cohort of students entering grade nine in 2010–2011.
- Require that district school boards establish standards for graduation, including weighting of a statewide EOC assessment as at least 30 percent of a course grade.
- Add to s. 1003.428, F.S., language allowing a student the right to change to the four-year program, or be moved to the four-year program under certain conditions.

QUESTIONS AND ANSWERS

24-Credit Program (section 1003.428, F.S.) and the Three-Year Accelerated Graduation Programs (section 1003.429, F.S.)

11. What are the mathematics credit requirements for a student who enters grade nine in 2010–2011?

Four credits to include:

- One credit in Algebra 1, a series of courses equivalent to Algebra 1, or a higher-level mathematics course
- One credit in Geometry or a series of courses equivalent to geometry

In addition, for a student who completes Algebra 1 or an equivalent, a student’s performance on the Algebra 1 EOC Assessment must constitute 30 percent of a student’s final course grade.

12. Does a student who enters grade 10 or higher in 2010–2011 have to take the statewide Algebra 1 EOC Assessment? If so, does the Algebra 1 EOC Assessment count as part of the student’s graduation requirements?

All students (in any grade) who complete the Algebra 1 curriculum in 2010–2011 are required to take the Algebra 1 EOC Assessment. However, only the cohort of students who are entering grade nine for the first time in 2010–2011 and who complete the Algebra 1 curriculum in high school must have the Algebra 1 EOC Assessment score count as 30 percent of their course grade. Students taking Algebra 1 in grade ten in 2010–11 will have to take Grade 10 FCAT Mathematics in April and the Algebra 1 EOC Assessment in May.

13. What are the mathematics credit requirements for the cohort of students who enter grade nine in 2011–2012?

Four credits to include:

- One credit in Algebra 1 or a series of courses equivalent to Algebra 1 earned by passing the Algebra 1 EOC Assessment
- One credit in Geometry or a series of courses equivalent to geometry

For a student who completes Geometry or an equivalent course, the student’s performance on the Geometry EOC Assessment must constitute 30 percent of a student’s final grade.

14. What are the mathematics credit requirements for the cohort of students who enter grade nine in 2012–2013 or after?

Four credits to include:

- One credit in Algebra 1 or a series of courses equivalent to Algebra 1 earned by passing the Algebra 1 EOC Assessment
- One credit in Geometry or a series of courses equivalent to Geometry earned by passing the Geometry EOC Assessment
- One credit in Algebra 2 or a series of courses equivalent to Algebra 2

15. What are the science credit requirements for a student who enters grade nine in 2011–2012?

Three credits to include:

- Two courses with a laboratory component
- One credit in Biology 1 or a series of courses equivalent to Biology 1

In addition, a student who completes Biology 1 or an equivalent course must take the Biology 1 EOC Assessment, and the student’s performance on the Biology 1 EOC Assessment must constitute 30 percent of a student’s final course grade.

16. What are the science credit requirements for a student who enters grade nine in 2012–2013?

Three credits to include:

- Two courses with a laboratory component
- One credit in Biology 1 or a series of courses equivalent to Biology 1 earned by passing the Biology 1 EOC Assessment

17. What are the science credit requirements for a student who enters grade nine in 2013–2014?

Three credits to include:

- One credit in Biology 1 or a series of courses equivalent to Biology 1 earned by passing the Biology 1 EOC Assessment
- One credit in Chemistry or Physics or a series of courses equivalent to Chemistry or Physics
- One credit in a science course equally rigorous to Biology, Chemistry and Physics.

18. Do the same requirements described in answers to questions 11–17 apply to the three-year, 18-credit accelerated high school graduation options (s. 1003.429, F.S.)?

Yes.

19. For each cohort of students with the requirement for an EOC assessment to count as 30 percent of students’ final course grade, what are the guidelines to determine the final grade calculation?

The algorithm to calculate 30 percent of the final course grade based on an EOC assessment is a locally determined decision. The Florida Department of Education’s preferred algorithm, although not required, is:

$$[(\text{Semester 1 converted to 0–4 scale}) \cdot .35] + [(\text{Semester 2 converted to 0–4 scale}) \cdot .35] + [(\text{EOC assessment converted to 0–4 scale}) \cdot .30] = \text{course average}$$

[If weighting: (course average) + weight]

20. Does the grade forgiveness policy still apply to the cohort of students with the requirement for an EOC assessment to count as 30 percent of student’s final course grade?

Grade forgiveness still applies. If the student’s final course average, with the EOC assessment included as 30 percent, results in a course grade of “D” or “F”, the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student’s final course grade

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of “C” or above, then this grade replaces the “D” or “F.” If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA (s. 1003.428(4)(d), F.S. : “In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.”).

21. For the cohort of students with the requirement for an EOC assessment to count as 30 percent of students’ final course grade, are districts required to modify semester grades to reflect the total course average after the EOC assessment is factored?

No.

22. What do we do about students who are not present during the district-chosen testing window and make-up days when it counts as 30 percent of the grade?

The Department is working on the possibility of offering additional make-up days for the rare instances when a student is absent during the entire regular and make-up assessment window due to an extended illness or similar situation that is verified and documented by the district.

23. Because EOC assessments will be offered only in May during the first year each EOC assessment is offered, how should schools on a 4 x 4 block schedule keep their students knowledge of the course information current if they complete the entire course credit by the end of block one?

There are two possible solutions: enroll students for the course with an EOC assessment in block two the first year it is offered or provide study sessions during block two for those who complete the course in block one.

24. Does the EOC assessment count as 30 percent of the grade once passing the EOC assessment is required to receive credit for the course?

No, not for the cohorts of students who do not fall into this requirement. Districts can implement this policy as part of their student progression plan but it is not a state requirement.

25. How does awarding a final grade impact credit recovery programs?

Students in the 9th grade cohort who are earning credit in the courses with EOC assessments that are required to be 30 percent of the final course grade must take the EOC assessment and their course grade must include the results of the EOC assessment.

26. If you award yearlong grades, how are you meeting the state requirement to award credit by semester?

The student reporting system allows both reporting for a yearlong grade and reporting of semester grades. New legislation supersedes old legislation. The Department-proposed algorithm allows both semester and yearlong reporting. The proposal would allow a GPA to be figured at the end of the first semester of the course as well as at the end of course completion with the full course average that includes the EOC assessment result. It is not advisable to remove first semester credits already earned.

27. Which courses are deemed as “equally rigorous” science courses?

Courses identified as “equally rigorous” science courses are listed in the resource [“Equally Rigorous” Science Course Recommendations](#).

28. What are the equivalent courses for the high school mathematics and science graduation requirements?

Courses identified as equivalent courses for Algebra 1, Geometry, Algebra 2, Biology 1, Chemistry, and Physics are listed in the resource [“Equivalent Course” Recommendations](#).

29. Is Informal Geometry (1206300) a prerequisite for Geometry (1206310)?

No, the Informal Geometry course is neither a prerequisite course nor an equivalent course for the Geometry course. The Geometry EOC Assessment will be aligned to the Geometry course description (1206310).

30. If the district offers Integrated Science, when should the student take the Biology 1 EOC Assessment?

The Biology benchmarks that are part of the Biology 1 EOC Assessment are part of Integrated I, II, and III and, therefore, the student should take the EOC assessment at the end of the course series.

31. If the district offers Integrated Science, when are the science requirements of Biology, Chemistry, or Physics and an equally rigorous science course completed?

A student will have to earn credit in all three integrated courses to meet these graduation requirements.

32. If a student is part of a cohort that requires the EOC assessment to count as 30 percent of the student’s grade, and is completing course work as part of a series of courses (such as Algebra 1A and Algebra 1B or Integrated Science I, II, and III), which course grade calculation should the EOC assessment grade count as 30 percent?

We recommend that districts include the EOC assessment grade as 30 percent of the course grade calculation for the last course completed by the student which included content standards covered on the EOC assessment (for example, the Algebra 1 EOC Assessment would count as 30 percent of the student’s course grade for Algebra 1B, and the Biology 1 EOC Assessment would count as 30 percent for Integrated Science III).

33. A school principal may determine (in accordance with Rule 6A-1.09941, Florida Administrative Code F.A.C., State Uniform Transfer of High School Credits) whether a transfer student must take an EOC assessment in a course for which the student has credit

that was earned from the previous school. Is there a plan to revise Rule 6A–1.09941, F.A.C., State Uniform Transfer of High School Credits?

No. School districts may consider having a district-wide policy for making these determinations for transfer students. These policies could be part of the district’s student progression plan.

34. How will districts remediate students who pass the course, do not receive credit because they fail the EOC assessment, and choose not to repeat the course?

This is a district decision; Intensive mathematics is one course available. A district could submit semester courses for remedial Algebra, Geometry, Biology, or Algebra 1, but no districts have submitted these yet. Another option could be a semester elective of core content for the purposes of remediation for any of the new high school requirements. Options would be similar to those for remediation of students who do not meet Florida Comprehensive Assessment Test (FCAT) graduation requirements.

35. Do students in credit recovery programs or taking virtual courses that require an EOC assessment to earn credit have to take and pass the EOC assessment to earn credit?

Yes.

36. Where is the EOC assessment reported in the student transcript system?

The EOC assessment goes on the Student Test Information format in the FASTER system. This format is described at the following web address:

<http://www.fldoe.org/faster/man10910/index.htm>.

37. What are the elective requirements for high school graduation effective July 1, 2010?

A student is required to earn eight elective credits as part of high school graduation requirements.

The requirement for a student to earn four credits in a “major area of interest” (MAI) as a graduation requirement, per s. 1003.428, F.S., was repealed effective July 1, 2010.

38. May a student who entered grade nine in the 2007–2008 through the 2009–2010 school years receive a MAI diploma designation?

Yes. A district may affix a MAI diploma designation if the student completed four credits in the same MAI as provided in s. 1003.428, F.S. (2009), for students who completed the requirements for a MAI. This is a district-level determination.

39. What are the changes for the district submission to the MAI system for the 2010–2011 school year?

District submissions for the MAI system are no longer required; the system is not accessible after July 1, 2010.

40. How will the deletion of the MAI graduation requirement impact the ePEP?

Modifications to reflect the new graduation requirements are being made to the ePEP this summer. Students will no longer select an MAI as part of their high school academic plan. Existing plans that include MAI information will automatically be changed. The MAI selection will be removed, but any electives that were previously planned as MAI electives will remain in a student’s plan. The Student Activity System and file downloads for district/school personnel will no longer include MAI information.

End of Course Assessment Results Waiver for Students with Disabilities

41. What is the authorizing legislation for the EOC assessment results waiver?

Senate Bill 4 amended s. 1003.428(8)(b)2, F.S., and it states the following:

“A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit as required in paragraph (4) (a).”

42. Which students with disabilities are eligible to receive an EOC assessment results waiver?

As defined in s. 1007.02(2), F.S., students with disabilities include students with:

- Intellectual disability
- Hearing impairment, including deafness
- Speech or language impairment
- Visual impairment, including blindness
- Emotional or behavioral disability
- Orthopedic or other health impairment
- Autism spectrum disorder
- Traumatic brain injury
- Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia

43. What requirements must a student meet to be considered for an EOC assessment results waiver?

To be considered for an EOC assessment waiver, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
2. Have an active individual educational plan
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards

44. What are the responsibilities of the IEP team in the EOC assessment results waiver process?

IEP teams must make a determination that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations. IEP teams are encouraged to maintain documentation regarding the team’s analysis of the student’s course performance data used to make the decision to grant or deny an EOC assessment waiver.

45. When should the IEP teams meet in order to consider EOC assessment results waivers?

IEP teams may meet at any time after the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score on an EOC assessment. The statute is silent on the topic of requiring students to take an EOC assessment more than one time.

46. Are students who have been determined eligible solely for the hospital/homebound program (and no other disability area) eligible for the waiver?

No. Students who are eligible for exceptional student education (ESE) services solely on the basis of criteria found in Rule 6A–6.03020, F.A.C., *Specially Designed Instruction for Students Who Are Homebound or Hospitalized*, do not meet the definition of a student with a disability found in s. 1007.02, F.S.

47. Are students with only 504 plans eligible for consideration for the waiver?

No. Students with only a 504 plan are not eligible for consideration for the waiver.

48. Is the waiver available to students without disabilities who meet all the other requirements for graduation except passing the EOC assessment?

No. EOC assessment results waivers may only be considered for eligible students with disabilities who have an active IEP at the time that the waiver decision is made.

49. Are students who were previously dismissed from an ESE program eligible for the waiver?

No, students who have been dismissed from an ESE program are no longer eligible for the waiver. A student who has been dismissed from special education no longer has an active IEP.

50. Is a student eligible for an EOC assessment results waiver if the parent or adult student has revoked consent for special education services?

No. When consent for special education services is revoked, the student no longer has an active IEP.

51. What evidence should the IEP team review to determine that the student demonstrates the skills and proficiencies needed for course credit and that the EOC assessment results are not an accurate measure of the student's abilities?

Evidence that the IEP team should review to determine that the student demonstrates skills and proficiencies needed for course credit includes, but is not limited to:

- Classroom work samples
- Coursework grades
- Teacher observations
- Relevant classroom data derived from formative assessment
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment

52. What methods may be used to collect information on a student's proficiency in a course?

Cumulative course documentation of proficiency may range from a simple checklist in which teachers initial and date each required standard at the time that proficiency is demonstrated to a more elaborate portfolio featuring work samples reflecting proficiency of each required standard.

Districts may consider district-wide practices related to grading policies, transcripts showing coursework history, attendance records, other assessment results, and a collection of work samples and remediation activities. A district may determine that IEP teams, teachers, students, and parents would benefit from a system of tracking remedial efforts, attempts for earning a passing EOC assessment score, and progress toward proficiency.

53. How should progress toward demonstration of proficiency for course requirements be communicated to parents?

Growth toward proficiency may be illustrated in graphic form so that parents and students can see the rate of growth from the student's baseline performance. If the growth rate is not adequate to achieve proficiency within the course schedule, an adjustment in the instruction and intervention(s) should be implemented. In this way, all parties are assured of the school's commitment to continuing instructional efforts so that proficiency is achieved.

54. Does an ESE student whose EOC assessment results have been waived as deemed appropriate by the IEP team still qualify for a standard diploma?

Yes. The student will still be required to earn the credit by passing the course to meet the standard diploma graduation requirement.

55. Is the IEP team required to convene to consider the waiver?

Yes. Under Rule 6A-6.03028, F.A.C., the IEP team is required to review the student's IEP periodically and revise the IEP as appropriate to address consideration of a variety of factors, including the student's performance on any general statewide assessment and the student's diploma option. The IEP team must convene to consider whether the student meets all requirements to be considered for the waiver. An EOC assessment waiver form may be used to guide the IEP team through this process and is provided as a resource.

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Resources

[Senate Bill 4–7 Year Timeline Chart](#)

[Waiver of End of Course \(EOC\) Assessment Results Requirement for Students with Disabilities](#)

[“Equally Rigorous” Science Course Recommendations](#)

[“Equivalent Course” Recommendations](#)

C. ACCELERATION COURSES

The bill creates s. 1003.4295, F.S., Acceleration courses to:

- Require each high school to advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.
- Require that, beginning with the 2011–2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies. Schools will be allowed to meet this requirement through the use of virtual instruction, provided that the course significantly integrates postsecondary-level content for which a student may earn college credit.
- Create the Credit Acceleration Program so that secondary students can earn credit in a course for which there is a statewide, standardized EOC assessment, by passing the EOC assessment. They do not have to be enrolled in or finish the course.

QUESTIONS AND ANSWERS

56. If a secondary student has not been enrolled in or completed a course but passes the corresponding EOC assessment, will that student receive high school credit for that course?

Yes.

57. When may a secondary student be allowed to take a standardized EOC assessment in a particular course?

After EOC assessment cut scores have been determined, a secondary student must be allowed to take an EOC assessment for a particular course during any regular administration of that EOC assessment.

58. May an elementary student in an accelerated/gifted program take a standardized EOC assessment and receive high school credit without being enrolled in or completing that course?

Senate Bill 4 establishes the Credit Acceleration Program (CAP) for “secondary students.” Students in grades K–5 are not eligible to participate in CAP.

59. What acceleration options should high school students be aware of?

High schools must advise every student of options available to them to earn college credit. These options may include: Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment courses, career academy courses, courses that lead to national industry certification, as well as course offerings through virtual instruction.

60. Which of these programs are required to be offered at a particular high school?

By the beginning of the 2011–2012 school year, each public high school is required to offer an International Baccalaureate Program, **or** an Advanced International Certificate of Education

Program, **or** a combination of at least four courses in dual enrollment or Advanced Placement, which must include one course each in English, mathematics, science, and social studies.

61. What does “offer” mean? Can the dual enrollment course be offered on the college campus?

“Offer” means students at the high school have access to and are able to enroll in and complete the course within their high school schedule. For dual enrollment, these courses need to be part of the articulation agreement between the school district and the high school(s). Beginning in 2011–2012, students in each high school need to be enrolled in accelerated courses in each of the four content areas.

62. May any of these courses be delivered through virtual instruction?

School districts may provide courses through virtual instruction **provided that** the virtual course significantly integrates postsecondary content leading to a student earning college credit, as determined by the Florida Department of Education, and for which a standardized end-of-course assessment is administered, as approved by the Florida Department of Education.

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D. CAREER AND PROFESSIONAL ACADEMIES

The bill revises s. 1003.493, F.S., Career and professional academies, to:

- Specify that each career and professional academy have an evaluation plan based on outcome measures, including achievement on industry certifications that are national and identified in the Industry Certification Funding List.

QUESTIONS AND ANSWERS

63. Where may information be found related to the Career and Professional Education Act (CAPE)?

Information regarding evaluation plan implementation is currently under development. For other information regarding CAPE, please see the Technical Assistance Paper for CAPE provided as a resource below.

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<http://www.fldoe.org/workforce/fcpea/default.asp>

Resources

[2010–2011 Industry Certification Funding List](#)
[Technical Assistance Paper for Career and Professional Education Act \(CAPE\)](#)

E. STUDENT ASSESSMENT PROGRAM

The bill revises s. 1008.22, F.S., Student assessment program for public schools, to:

- Indicate that the FCAT program must be aligned to the core curricular content established in the Next Generation Sunshine State Standards.
- Require the statewide assessment program to transition from comprehensive assessments of mathematics in grades nine and ten to EOC assessments measuring the course content of Algebra 1 and Geometry.
 - The Algebra 1 course grade of students entering grade nine in 2010–2011 must include the performance on the Algebra 1 EOC Assessment (30 percent weighting). Students entering grade nine in 2011–2012 must pass the Algebra 1 EOC Assessment to earn course credit.
 - The Geometry course grade of students entering grade nine in 2011–2012 must include the performance on the Geometry EOC Assessment (30 percent weighting). Students entering grade nine in 2012–2013 must pass the Geometry EOC Assessment to earn course credit.
- Require the statewide assessment program to transition from a comprehensive assessment of science in grade 11 to an EOC assessment measuring the course content of Biology.
 - The Biology course grade of students entering grade nine in 2011–2012 must include the performance on the Biology 1 EOC Assessment (30 percent weighting). Students entering grade nine in 2012–2013 must pass the Biology 1 EOC Assessment to earn course credit.
- Require the Commissioner to develop an implementation schedule for the development and administration of additional EOC assessments in English/Language Arts II, Algebra II, Chemistry, Physics, Earth/Space Science, United States History, and World History, subject to funding availability. The priority must be given to English/Language Arts II.
- Require the Commissioner to evaluate the feasibility and effect of transitioning from the high school comprehensive assessments of reading and writing to an English/Language Arts II EOC assessment and report the results of the evaluation to the legislature by July 1, 2011.
- Allow the current FCAT Writing assessment, consisting of a student response to a prompt, to continue without the need to transition to a new writing assessment design.
- Require that FCAT assessment results will continue to be reported using scaled scores and achievement levels; however, level 3 will be defined in law as satisfactory performance. In addition, school grades calculations must use the FCAT Writing score earned by each student.
- Require the State Board of Education to establish two cut scores for EOC assessments: passing scores and scores indicating high achievement and the potential to meet college readiness standards.
- Require the Commissioner to consider the observance of religious and school holidays when establishing the schedules for the administration of statewide assessments.
- Require that FCAT results be made available no later than the week of June 8, and require that EOC assessment results be made available no later than one week after the school district completes testing for each course. In addition, the Commissioner must select a three-week period for the administration of the EOC assessments for yearlong courses and a separate schedule for semester-long courses. For yearlong courses, school districts must select one testing week within the three-week period for each EOC assessment.

- Allow the school principal to determine, in accordance with State Board of Education rule, whether a transfer student must take an EOC assessment in a course for which the student has credit that was earned from the previous school.
- Remove the requirement that students must take and fail to pass the FCAT three times prior to being eligible to use an FCAT concordant score on the SAT or ACT.
- Provide the Commissioner authority to establish equivalent scores for EOC assessments.
- Require that a student must attain the passing scores on the statewide assessment required for a standard high school diploma or for high school course credits that were in effect when the student entered grade nine.

QUESTIONS AND ANSWERS

64. When will the Department begin the transition to new assessments aligned to the Next Generation Sunshine State Standards?

The transition plan is provided in the resource section and is available on the Department's website at: <http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf>

Key elements of the transition plan include:

- Phasing out FCAT Reading, Mathematics, and Science, while retaining FCAT Writing
- Phasing in FCAT 2.0 Reading (grades 3–10), Mathematics (grades 3–8), and Science (grades 5 and 8)
- Phasing in Florida EOC Assessments (high school Algebra 1, Geometry, Biology 1, United States History, and middle school Civics)

65. What will the new assessments measure?

FCAT 2.0 will be aligned to the Student Performance Standards approved by the State Board of Education in Rule 6A–1.09401, F.A.C. The Florida EOC assessments will be aligned to the Standards for specific high school-level courses, as outlined in the approved course description. Specifically, the new assessments will measure the following:

FCAT 2.0 Reading–2007 Standards

FCAT 2.0 Mathematics–2008 Standards

FCAT 2.0 Science–2008 Standards

Algebra 1 EOC Assessment–Course Number 1200310, Algebra 1

Geometry EOC Assessment–Course Number 1206310, Geometry

Biology 1 EOC Assessment–Course Number 2000310, Biology 1

U.S. History EOC Assessment–Course Number 2100310, United States History

Civics Education EOC Assessment–Course Number TBD

66. Which students will participate in the Algebra 1 EOC Assessment in spring 2011?

All students, regardless of their grade level, enrolled in and completing Algebra 1, or an approved equivalent course, during the 2010–2011 school year must participate in the Algebra 1 EOC Assessment. In addition, students who earned high school credit in Algebra 1 while in grades 6 through 8 during the 2007–2008 through 2009–2010 school years and who have not taken Grade 10 FCAT Mathematics must take the Algebra 1 EOC Assessment during the 2010–2011 school year. Students completing the first course in a two-year sequence of courses deemed equivalent to Algebra 1 will not participate in the Algebra 1 EOC Assessment; instead, these students will participate in the EOC assessment at the conclusion of the two-year sequence.

Students in 9th grade in 2010–2011 who are not enrolled in Algebra 1 or an equivalent course will not take the Algebra 1 EOC assessment in 2010–2011.

67. Will middle school students who are required to take an EOC assessment also participate in the grade-level FCAT 2.0 assessments?

Yes.

68. Are there plans for additional EOC assessments at this time?

Not at this time. However, this year the Department will complete a feasibility study to determine the effect of transitioning from comprehensive assessments of reading and writing in high school to an English/Language Arts 2 EOC Assessment. Regardless of the outcome of this study, the Department plans to continue the development and implementation of those EOC assessments already in progress.

69. How will the new assessment scores be reported and will there be new passing scores and definitions of proficiency?

FCAT 2.0 and Florida EOC assessments will continue to be reported using scaled scores and achievement levels. However, the Department is considering implementing new score scales for these new assessments that would take the place of the existing 100–500 and 0–3000 scales. Once the score scale is established, new achievement levels for FCAT 2.0 Reading and Mathematics, as well as the Algebra 1 EOC Assessment, will be established in fall 2011. Performance in achievement level 3 will indicate satisfactory performance and, beginning with students entering grade nine during the 2010–2011 school year, the passing score for all new assessments required for high school graduation or for course credit will be the minimum scale score in achievement level 3. In addition to a passing score, each EOC assessment will have a scale score (or achievement level) that will indicate that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school.

70. How will the EOC assessment scores be reported prior to establishing the achievement levels and passing scores?

Each time a new EOC assessment is administered for the first time (such as the Algebra 1 EOC Assessment in spring 2011), the reporting of student assessment results will be limited to scale scores, as well as statewide means and other normative data. The Department will establish the score scale for each new EOC assessment within the first three weeks of the first administration, and this score scale will remain in place for subsequent administrations. School districts will determine the use of these scale scores in the calculation of student course grades and the required weighting of 30 percent.

71. Will districts receive the EOC assessment student results in time for report cards?

In any year, this will be dependent upon the week the district chooses to administer the EOC assessment and the district timeline for submitting grades to generate report cards. Although s. 1008.22, F.S., requires the reporting of EOC assessment scores no later than one week after the school district completes testing for each course, more than one week may be needed in the first year of an EOC assessment. For example, the Department will require a representative sample of students to establish the Algebra 1 EOC Assessment score scale in 2010–2011, and there may not be sufficient representation until the conclusion of the second week of testing in the three-week assessment window. Once a representative sample has been obtained, the Department will score and report the results within one week. The Department intends to survey school districts to determine which plan to test during the first, second, and third available weeks. Once this has

been determined, the Department will be able to provide an anticipated timeline for the availability of scores.

72. What happens if a student fails an EOC assessment?

The first groups of students who will be required to pass an EOC assessment are those students who enter 9th grade during the 2011–2012 school year and must pass the Algebra 1 EOC Assessment. Beginning August 2011, the Algebra 1 EOC Assessment will be provided during two administration windows (December/January, May) per school year for any student needing to take this assessment for the first time or as a retake. In addition, the Department is exploring the cost of administering the assessments more frequently, as well as identifying alternative assessments that may serve as equivalents (such as AP, IB, or other nationally recognized assessments) as provided for in Senate Bill 4.

73. May a student who is subject to the 30 percent course grade-weighting requirement, retake an EOC assessment to improve their course grade?

Yes. However, this option is only available to students who are eligible to do so under the grade forgiveness policies of their school district.

74. May a student who is required to pass an EOC assessment for course credit and has already earned a passing score participate in a retake administration to improve their score?

No.

75. Will the 2010–2011 statewide assessment schedule be revised to consider the observance of religious and school holidays like Passover and Good Friday?

The Department considered the observance of religious and school holidays in establishing the 2010–2011 schedule, but was unable to reschedule the test dates because Florida statutes continue to require that the tests be scheduled no earlier than the week of April 15, and the results must be published no later than the week of June 8. We do, however, recognize and respect the right of students to observe their religious holidays. We believe the current schedule permits reasonable accommodation for students who might miss assessments due to the observance of religious holidays in 2011. In addition, districts have the flexibility to request approval from the Department for additional make-up days if needed.

76. Does the removal of the requirement that students must take and fail to pass the FCAT three times prior to being eligible to use an FCAT concordant score on the SAT or ACT apply to ALL students, including students holding a Certificate of Completion?

Yes. Effective July 1, students seeking a standard high school diploma are not required to make three attempts at passing the FCAT prior to using an approved concordant score. With the exception of the removal of this requirement, all of the guidance provided in DPS Memo 2010-32 (see <http://info.fldoe.org/docushare/dsweb/Get/Document-5679/dps-2010-32.pdf>) remains in effect.

77. Are the concordant score requirements different for those students who were required to earn passing scores on the High School Competency Test (HSCT)?

Students holding a Certificate of Completion due to not passing the HSCT may meet the requirements in place for students holding a Certificate of Completion or may meet the passing score requirements on the FCAT Retake, while it is still offered, as provided for in State Board of Education Rule 6A-1.09421, HSCT Requirements.

78. Do students who enter high school in grades 11 or 12, or adult students who have not previously taken the grade 10 FCAT, have to make at least one attempt on FCAT, or can they automatically apply passing concordant scores?

Senate Bill 4 does not impose any requirements regarding the number of attempts on FCAT before a concordant score may be applied.

79. When will the Commissioner establish equivalent scores for EOC assessments?

The Department is in the process of researching assessments that may serve as equivalents to the Algebra 1 EOC Assessment with the intention of identifying alternative assessments and equivalent scores by fall 2011 when the passing scores are established.

80. Will “proficiency” be grade-level specific?

No.

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Resources

[Student Assessment Requirements](#)

[Transition to Next Generation and Computer-Based Tests in Florida: Plans Currently Included in the FCAT 2.0 Contract](#)

F. SCHOOL GRADING SYSTEM

The bill revises s. 1008.34, F.S., School grading system; school report cards; district grade, to:

- Add EOC assessment results [per s. 1008.22(3)(c) 2.a., F.S.] to the assessment results used for calculating school grades for both the current-year performance measures and the learning gains components of school grades (including learning gains for the lowest performing 25 percent in reading and math). Assessments will include EOC assessments required for high school graduation, including the following:
 - Beginning with 2010–2011, Algebra 1
 - Beginning with 2011–2012, Geometry and Biology
- Revise language on industry certifications for inclusion in the school grading formula for high schools by adding the qualifier “national” as a criterion (national industry certifications) and indicating that the source for identifying national industry certifications for inclusion in high school grading will be the Industry Certification Funding List.

QUESTIONS AND ANSWERS

81. Will there be a growth component for EOC assessments?

Yes. The method for measuring growth for these assessments will be determined in the coming year.

82. Will the high school grade formula change as a result of the new EOC assessment growth component?

This may depend of the progress of legislation requiring progressive implementation of EOCs, as new EOCs are added. At this time, no changes to the 1,600-point scale for 2009–2010 have been established for 2010–2011. But there could well be changes in subsequent years or sooner, if/when mandated by decision-making bodies.

83. Will a middle school be penalized for a student failing an EOC requirement?

No.

84. A middle grades student who takes Algebra 1 in 2011–2012 is required to take the Algebra 1 EOC Assessment and must pass to earn a high school credit. Given that the test score is banked until the student enters grade nine, how does not earning a passing score on the Algebra 1 EOC Assessment affect the school grade?

If a student does not pass the Algebra 1 EOC Assessment during the middle grades, the student will then have to take the EOC assessment at some point in high school because a passing score is required to earn credit toward high school graduation. A student’s score at that time (level 1, 2, 3, 4, or 5) would count toward the high school’s grade.

85. How will learning gains be figured between 8th grade FCAT last year and EOC assessment this year? Will learning gains be “banked” in the future when middle grades students are taking EOC assessments in the middle grades, and how will this be done if a student takes and earns an EOC assessment college ready score in 7th grade?

Learning gains will not be calculated between the 8th grade FCAT and the Algebra 1 EOC Assessment this upcoming year. That will begin in 2011–2012. The method is yet to be determined. There is no current expectation to “bank” learning gains. High schools will get credit (pending eventual State Board approval of all these details) for the performance of middle school

students (“status”) on high school exams once the middle school students show up in high school. A learning gain for those students between FCAT and the Algebra 1 EOC Assessment will not be banked for high school students. The natural progression for a learning gain will be 8th grade to Algebra 1 EOC Assessment (and likely 8th grade to Geometry EOC Assessment). The high schools will likely get credit for these high achieving students in other measures (e.g., acceleration, college readiness). Keep in mind that the school grading formula now has 14 components in high school).

86. Will 2010–2011 9th grade student’s performance on the Algebra 1 EOC Assessment be included in the school’s 2011–2012 AYP performance in mathematics?

Yes.

87. What does the use of the 9th grade EOC assessment for AYP purposes mean (for 2011–2012)? Just the percent tested or the percent tested and the percent proficient?

The reason the 9th graders who have previously completed Algebra 1 have to take the EOC assessment next year is that, otherwise, we would have a very large portion of Florida’s high school students not assessed in mathematics at least once while in high school (a violation of current No Child Left Behind standards). Those scores cannot be used next year because of a lack of achievement levels. Next year, AYP will be determined using the Grade 10 FCAT Mathematics test (version 1). In 2011–2012, the scores of those Algebra 1 EOC assessments from this upcoming year (then with achievement levels) will be used to determine AYP (proficiency and percent tested).

88. With the use of new student subgroups, how will past years of AYP be comparable to AYP with new subgroups?

There is a crosswalk between the old and the new race codes. This is not a large issue. The biggest change in the new reporting, as far as AYP is concerned, is that students can be identified as Hispanic (ethnic origin) and then further identified as either White or Black (race). Prior to this change, it was mutually exclusive. A student could only be White, Black, or Hispanic—not White Hispanic or Black Hispanic. As the crosswalk shows, the identification of a student as “Hispanic” trumps the further racial identifier. So a Hispanic White student will only count in the Hispanic group, not the White group.

89. When banking EOC assessment scores (the middle school students), what happens if the incoming student with a score to bank is not at the same high school during the two survey periods? Will that score be used in any school’s school grade?

No. High schools will remain accountable for their full year students. There is an open question as to whether the middle school will get any credit for the EOC assessment performance (bonus points). If the student was full-year at the middle school and passed the EOC assessment, perhaps the middle school may get some additional credit for that.

CONTACT

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Resource

[Summary of High School Accountability Assessments and High School Graduation Requirements](#)

G. SCHOOL IMPROVEMENT RATING FOR ALTERNATIVE SCHOOLS

The bill revises s. 1008.341, F.S., School improvement rating for alternative schools, to:

- Change the criteria for student data for inclusion in school improvement ratings from scores on the FCAT to “scores on statewide assessments administered under s. 1008.22.”

CONTACT

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H. FLORIDA SCHOOL RECOGNITION PROGRAM

The bill revises s. 1008.36, F.S., Florida School Recognition Program, to:

- Add that if a school selected to receive a school recognition award is no longer in existence at the time the award is paid, the district school superintendent shall distribute the funds to teachers who taught at the school in the previous year in the form of a bonus. This provision directs the district school superintendent in the use of school recognition funds for schools that earned recognition awards based on prior-year performance but that are no longer active in the current year.

CONTACT

Office of Funding and Financial Reporting
(850) 245-5109

RESOURCES

MIDDLE GRADES PROMOTION REQUIREMENTS

[Middle Grades Students and EOC Assessment Requirements Chart](#)

HIGH SCHOOL GRADUATION REQUIREMENTS

[Senate Bill 4–7 Year Timeline Chart](#)

[Waiver of End of Course \(EOC\) Assessment Results Requirement for Students with Disabilities](#)

[“Equally Rigorous” Science Course Recommendations](#)

[“Equivalent Course” Recommendations](#)

CAREER AND PROFESSIONAL ACADEMIES

[2010–2011 Industry Certification Funding List](#)

[Technical Assistance Paper for Career and Professional Education Act \(CAPE\)](#)

STUDENT ASSESSMENT PROGRAM

[Student Assessment Requirements](#)

[Transition to Next Generation and Computer-Based Tests in Florida: Plans Currently Included in the FCAT 2.0 Contract](#)

SCHOOL GRADING SYSTEM

[Summary of High School Accountability Assessments and High School Graduation Requirements](#)

Issue 4: Middle grades students and EOC assessment requirements

Middle Grade Student	Algebra 1 EOC	Geometry EOC	Biology EOC
2010-2011	Student must take the EOC but there are no State requirements for calculating the final course grade or for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC upon entering high school; the credit is banked. The EOC score is banked for use in high school accountability decisions.	NA	NA
2011-2012	Student must take the EOC and must pass the EOC to earn high school credit – if the student passes the course the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.	Student must take the EOC but there are no State requirements for calculating the final course grade or for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC upon entering high school; the credit is banked. The EOC score is banked for use in high school accountability decisions.	Student must take the EOC but there are no State requirements for calculating the final course grade or for high school credit. If credit is earned through a passing grade in the course, the student does not need to retake or pass the EOC upon entering high school; the credit is banked. The EOC score is banked for use in high school accountability decisions.

Middle Grade Student	Algebra 1 EOC	Geometry EOC	Biology EOC
2012-2013	Student must take the EOC and must pass the EOC to earn high school credit – if the student passes the course the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.	Student must take the EOC and must pass the EOC to earn high school credit – if the student passes the course the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.	Student must take the EOC and must pass the EOC to earn high school credit – if the student passes the course the course can count toward middle grades promotion and as part of the high school GPA but passing the EOC is not required for middle grades promotion; if the student does not pass the EOC he or she must retake the EOC and pass the EOC to earn the required high school credit; the student can only retake the same course through middle grades grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.

Notes:

- A middle grades student who takes high school Algebra, Geometry, or Biology (or equivalent courses) during middle grades would not fall into the 9th grade cohort of students when the EOC is 30% of the course average UNLESS the student is retaking the course through grade forgiveness as a 9th grade student after earning a C, D, or F in 8th grade as a middle grades student

Issue 5: Repeal of Major Areas of Interest

It appears some interpreted the repeal of major areas of interest to include the repeal of the required career course. The required career and education planning course WAS NOT repealed and is still a middle grades requirement including the student plan on FACTS.org. Here is new bill language regarding the required student plan.

“The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, and programs through which a high school students can earn college, credit, including Advanced Placement, International Baccalaureate, Advances International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

**Senate Bill 4: 7-year Timeline for Implementation
Requirements for Ninth Grade Cohorts**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit		Algebra I EOC as 30% of student grade	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit
Geometry credit for graduation (currently 93% graduate with credit)	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry credit for graduation	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry EOC for credit
	Biology credit for graduation and EOC as 30% of student grade (currently 95% graduate with credit)	Biology EOC for credit		Biology credit for graduation and EOC as 30% of student grade	Biology EOC for credit	Biology EOC for credit
		Algebra II credit for graduation (currently 82% graduate with credit)			Algebra II credit for graduation	Algebra II credit for graduation
			Chemistry or Physics (currently 74% graduate with credit) and equally rigorous course credit to graduate			Chemistry or Physics and equally rigorous course credit to graduate
Deletes Major Area of Interest requirement				1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]

Key = **Black text is year of initiation of the requirement for incoming 9th grade students**
Red text is first year graduates must meet requirement to earn a standard diploma

Credit Acceleration Program (CAP) – The school district shall permit a student who is not enrolled in or has not completed the related course to take the standardized EOC during the regular administrations of the assessments.

Beginning with 2011-2012 each high school shall offer an IB program, AICE program, or a combination of at least four courses in dual enrollment or AP, including one course each in English, mathematics, science, and social studies

OPPAGA shall conduct a study on different types of high school diplomas offered in other states and provide information regarding differentiated high school diploma options and endorsements that other states offer including:

- Criteria for awarding diplomas or endorsements
- Difference in courses required for college and career pathways
- Advantages and disadvantages of offering a range of diploma options
- Any barriers associated with implementation of differentiated diplomas

Waiver of End of Course (EOC) Assessment Results Requirement for Students with Disabilities

SAMPLE FORM

Senate Bill 4 amended Section 1003.428(8)(b)2., Florida Statutes (F.S.), and states the following:

“ A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit as required in paragraph (4)(a).”

SECTION ONE: STUDENT INFORMATION

In order to be considered for the waiver from the End of Course (EOC) assessment requirement, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
2. Have an active individual educational plan (IEP)
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards

District:

School:

Student Name:

Student ID Number:

Student Grade Level:

Date of Birth:

Date of IEP Team Meeting(s):

Disability* (indicate all that apply):

Orthopedic impairment (C)

Speech impairment (F)

Language impairment (G)

Hearing impairment, including deafness (H)

Visual impairment, including blindness (I)

Emotional or behavioral disabilities (J)

Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia (K)

Autism spectrum disorder (P)

Traumatic brain injury (S)

Other health impairment (V)

Intellectual disabilities (W)

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

SECTION TWO: COURSE PERFORMANCE

Complete the boxes below or attach a copy of the student's data and IEP indicating accommodations provided during the administration of the EOC assessment.

Course Code:	
Course Title:	
EOC Assessment Score:	
Date of Administration:	
Course Grade of Student:	
Accommodations Provided:	

SECTION THREE: IEP TEAM REVIEW

The IEP team must meet to determine whether the EOC assessment requirement should be waived. The questions in Section 3 may help guide the determination.

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

Individual educational plan	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Classroom performance	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Academic history	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Course grades	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Performance on other academic standardized assessments	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Accommodations provided to the student	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Performance in remediation activities	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Work samples reflecting mastery of skills	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Other (please specify) _____	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

2. Has the student taken the EOC assessment with appropriate allowable accommodations at least once?

Yes No

3. Has the student earned a passing score on the EOC assessment?

Yes No

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

The student received the following accommodations in the classroom **that are not allowed on the EOC assessment:** *(describe or attach information)*

The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual, or speaking skills rather than the student's abilities.

Other _____

Has the student demonstrated proficiency on the course standards? If yes, continue with the completion of this form. If no, the student is not eligible for an EOC assessment waiver at this time.

Yes No

If YES, evidence of the student's proficiency of course standards consistent with the Sunshine State Standards (SSS)/Next Generation SSS includes the following: (Check at least one. Check all that apply.)

Classroom work samples

Coursework grades

Teacher observations

Relevant classroom data derived from formative assessment

Intensive remediation activities on the required course standards

Higher-level, related coursework (honors, advanced placement, etc.)

Related postsecondary coursework through dual-enrollment

Other _____

SECTION FOUR: IEP TEAM DECISION

Based on its consideration of information regarding the student—including disability, academic performance, assessment performance, accommodations provided, and demonstration of proficiency of the course standards—the IEP team has determined the passing score requirement for the EOC assessment should be waived.

Not applicable Yes No

In the event that the IEP team determined that passing the EOC assessment will not be waived, the student and the parent have been informed of the district’s obligation to make available to the student a free appropriate public education through age 21 (until the student turns 22 or in accordance with the school district’s policy until the end of the semester or school year in which the student turns 22) or receives a standard diploma, whichever occurs first (Rule 6A-6.03028(1), Florida Administrative Code).

Yes No

SIGNATURES

Student _____ Date _____

Parent/Guardian _____ Date _____

Teacher _____ Date _____

Teacher _____ Date _____

LEA Representative _____ Date _____

Title of LEA Representative _____ Date _____

Other _____ Date _____

School Principal or Designee _____ Date _____

Title of Designee _____ Date _____

FILE THE COMPLETED WAIVER FORM AND REQUIRED ATTACHMENTS AND/OR DESCRIPTIONS IN THE STUDENT’S CUMULATIVE FOLDER.

ATTACHMENT C

OFFICE OF MATHEMATICS AND SCIENCE
 "EQUALLY RIGOROUS" SCIENCE COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/LENGTH	SUBJECT AREA GRADUATION REQUIREMENTS	MAXIMUM CREDIT	CERTIFICATION			
SCIENCE								

BIOLOGICAL SCIENCES								

2000321	ALICE BIO 1 ALICE Biology 1	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000323	ALICE BIO 2 ALICE Biology 2	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000330	BIO 2 Biology 2	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000340	ADV PL BIO Advanced Placement Biology	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000360	ANAT PHYSIO HON Anatomy and Physiology Honors	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000440	GENETICS Genetics	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000800	BIO 1- PRE IB Biology 1- Pre International Baccalaureate	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000810	BIO 2- IB Biology 2- International Baccalaureate	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
2000820	BIO 3- IB Biology 3- International Baccalaureate	3/ Y	SC	1.0	SCIENCE	@4	BIOLOGY	1
EARTH-SPACE SCIENCES								

2001310	ERTH/ SPA SCI Earth/ Space Science	2/ Y	SC	1.0	SCIENCE CHEM	@4 1	EARTH SCI MG GEN SCI	@4 C
					MG INTEG CURRIC C (valid through SY2010-11 only)			
2001320	ERTH/ SPA SCI HON Earth/ Space Science Honors	3/ Y	SC	1.0	ERTH/ SPA S SCIENCE CHEM	1 @4 1	PHYSICS EARTH SCI MG GEN SCI	1 @4 C
					MG INTEG CURRIC C (valid through SY2010-11 only)			
2020910	ASTR S/ G HON Astronomy Solar/ Galactic Honors (formerly 202091A)	3/ Y	SC	1.0	PHYSICS SCIENCE	1 @4	ERTH/ SPA S PHYSICS	1 1
					MG INTEG CURRIC C (valid through SY2010-11 only)			
					ERTH/ SPA S 1 MG GEN SCI C			

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 "EQUALLY RIGOROUS" SCIENCE COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/LENGTH	SUBJECT AREA GRADUATION REQUIREMENTS	MAXIMUM CREDIT	CERTIFICATION
----- INTEGRATED SCIENCES -----					
2001342	PRE- AI CE ENV MGMT Pre- AI CE Environmental Management	3/	SC	1.0	SCIENCE @4 EARTH/ SPA S 1 @4 PHYSI CS 1 @4 EARTH SCI @4 CHEM 1 EARTH SCI @4 BI OLOGY 1 GEN SCI @4
2001370	ENV SYS IB International Baccalaureate Environmental Systems	3/ Y	SC	1.0	SCIENCE @4 CHEM 1 EARTH/ SPA S 1 BI OLOGY 1 EARTH SCI @4
2001380	ADV PL ENV SCI Advanced Placement Environmental Science	3/ Y	SC	1.0	SCIENCE @4 CHEM 1 BI OLOGY 1 EARTH/ SPA S 1
2001381	AI CE ENV MGMT AI CE Environmental Management	3/ Y	SC	1.0	SCIENCE @4 EARTH/ SPA S 1 CHEM 1 BI OLOGY 1 EARTH SCI @4
2001390	PRE- AI CE COOR SCI 1 Pre- AI CE Coordinated Science 1	3/ Y	SC	1.0	SCIENCE @4 GEN SCI @4 PHYSI CS 1 BI OLOGY 1 CHEM 1
2001400	PRE- AI CE COOR SCI 2 Pre- AI CE Coordinated Science 2	3/ Y	SC	1.0	SCIENCE @4 GEN SCI @4 PHYSI CS 1 BI OLOGY 1 CHEM 1
2002460	I NTEG SCI 4 Integrated Science 4	3/ Y	SC	1.0	SCIENCE @4 EARTH/ SPA S 1 PHYSI CS 1 BI OLOGY 1 EARTH SCI @4
2002470	I NTEG SCI 5 Integrated Science 5	3/ Y	SC	1.0	SCIENCE @4 EARTH/ SPA S 1 PHYSI CS 1 BI OLOGY 1 CHEM 1
2002510	MARI NE SCI 1 HON Marine Science 1 Honors	3/ Y	SC	1.0	BI OLOGY 1 CHEM 1 EARTH SCI @4 PHYSI CS 1 SCI ENCE @4 EARTH/ SPA S 1 GEN SCI @4
2002515	AI CE MARI NE SCI 1 AI CE Marine Science 1	3/ Y	SC	1.0	CHEM 1 EARTH/ SPA S 1 PHYSI CS 1 BI OLOGY 1 SCI ENCE @4 EARTH SCI @4
2002530	MARI NE SCI 2 HON Marine Science 2 Honors	3/ Y	SC	1.0	BI OLOGY 1 CHEM 1 EARTH SCI @4 PHYSI CS 1 SCI ENCE @4
2002535	AI CE MARI NE SCI 2 AI CE Marine Science 2	3/ Y	SC	1.0	EARTH SCI @4 SCI ENCE @4 EARTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1

 PHYSICAL SCIENCES

ATTACHMENT C

OFFICE OF MATHEMATICS AND SCIENCE
 "EQUALLY RIGOROUS" SCIENCE COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/LENGTH	SUBJECT AREA GRADUATION REQUIREMENTS	MAXIMUM CREDIT	CERTIFICATION	
2003310	PHY SCI Physical Science	2/ Y	SC	1.0	SCIENCE @4 ERTH/ SPA S 1 PHYSICS 1 MG I NTEG CURRI C C (val i d t hrough SY2010- 11 onl y) MG GEN SCI C	CHEM 1 EARTH SCI @4
2003320	PHY SCI HON Physical Science Honors	3/ Y	SC	1.0	SCIENCE @4 ERTH/ SPA S 1 PHYSICS 1 MG I NTEG CURRI C C (val i d t hrough SY2010- 11 onl y) MG GEN SCI C	CHEM 1 EARTH SCI @4
2003330	AI CE PHY SCI 1 AI CE Physical Science 1	3/ Y	SC	1.0	SCIENCE @4 PHYSICS 1	CHEM 1
2003340	CHEM 1 Chemistry 1	2/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003350	CHEM 1 HON Chemistry 1 Honors	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003360	CHEM 2 Chemistry 2	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003370	ADV PL CHEM Advanced Placement Chemistry	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003371	AI CE CHEM 1 AI CE Chemistry 1	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003372	PRE- AI CE CHEM Pre- AI CE Chemistry	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003373	AI CE CHEM 2 AI CE Chemistry 2	3/ Y	SC	1.0	SCIENCE @4	CHEM 1
2003380	PHYS 1 Physics 1	2/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003390	PHYS 1 HON Physics 1 Honors	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003410	PHYS 2 Physics 2	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003420	ADV PL PHYS B Advanced Placement Physics B	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003430	ADV PL PHYSC: ME, E, MA Advanced Placement Physics C: Mechanics, Electricity, Magnetism	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003431	AI CE PHYS AI CE Physics	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003432	PRE- AI CE PHYS Pre- AI CE Physics	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003433	AI CE PHYS 2 AI CE Physics 2	3/ Y	SC	1.0	SCIENCE @4	PHYSICS 1
2003800	CHEM 1- PRE IB Chemistry 1- Pre international	3/ Y	SC	1.0	SCIENCE @4	CHEM 1

ATTACHMENT C

OFFICE OF MATHEMATICS AND SCIENCE
 "EQUALLY RIGOROUS" SCIENCE COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/LENGTH	SUBJECT AREA GRADUATION REQUIREMENTS	MAXIMUM CREDIT	CERTIFICATION				
2003810	Baccalaureate CHEM 2-IB Chemistry 2-International	3/Y	SC	1.0	SCIENCE	@4	CHEM	1	
2003820	Baccalaureate CHEM 3-IB Chemistry 3-International	3/Y	SC	1.0	SCIENCE	@4	CHEM	1	
2003830	Baccalaureate IB MYP CHEM HON IB Middle Years Program Chemistry Honors	3/Y	SC	1.0	CHEM MG GEN SCI MG INTEG CURRIC C (valid through SY2010-11 only)	1 C	SCIENCE	@4	
2003840	PHYS 1-IB Physics 1-International	3/Y	SC	1.0	SCIENCE	@4	PHYSICS	1	
2003845	Baccalaureate PHYS 2-IB Physics 2-International	3/Y	SC	1.0	SCIENCE	@4	PHYSICS	1	
2003850	Baccalaureate PHYS 3-IB Physics 3-International	3/Y	SC	1.0	SCIENCE	@4	PHYSICS	1	
2020710	Baccalaureate NUC RAD HON Nuclear Radiation Honors	3/Y	SC	1.0	SCIENCE CHEM PHYSICS MG INTEG CURRIC C (valid through SY2010-11 only)	@4 1 1	MG GEN SCI ERTH/ SPAS Biology	C 1 1	

ATTACHMENT D

OFFICE OF MATHEMATICS AND SCIENCE
EQUIVALENT COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/ LENGTH	GRADUATION REQUIREMENTS	CREDIT	CERTIFICATION
----- ALGEBRA 1 -----					
1200310	ALG 1 Algebra 1	2/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only) MG MATH C
1200320	ALG 1 HON Algebra 1 Honors	3/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only) MG MATH C
1200370	ALG 1-A* Algebra 1-A	2/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only) MG MATH C
1200380	ALG 1-B* Algebra 1-B	2/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only) MG MATH C
1200390	IB MYP ALG 1 HON IB Middle Years Program Algebra 1 Honors	3/ Y	MA	1.0	MG MATH C MINTEG CURRIC C (valid through SY2010-11 only) MATH 1
1209810	PRE-ALCE MATH 1 Pre-Algebra Mathematics 1	3/ Y	MA	1.0	MATH 1

* Completion of the two course series Algebra 1A and Algebra 1B constitutes course equivalency for Algebra 1 (1200310).

----- ALGEBRA 2 -----					
1200330	ALG 2 Algebra 2	2/ Y	MA	1.0	MATH 1
1200340	ALG 2 HON Algebra 2 Honors	3/ Y	MA	1.0	MATH 1
1200395	IB MYP ALG 2 HON IB Middle Years Program Algebra 2 Honors	3/ Y	MA	1.0	MG MATH C MINTEG CURRIC C (valid through SY2010-11 only) MATH 1

----- GEOMETRY -----					
1206310	GEO Geometry	2/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only) MG MATH C
1206320	GEO HON Geometry Honors	3/ Y	MA	1.0	MATH 1 MINTEG CURRIC C (valid through SY2010-11 only)

ATTACHMENT D

OFFICE OF MATHEMATICS AND SCIENCE
EQUIVALENT COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/ LENGTH	GRADUATION REQUIREMENTS	CREDIT	CERTIFICATION
1206810	IB MYP GEOM HON IB Middle Years Program Geometry Honors	3/ Y	MA	1.0	MG MATH C MG MATH C MG INTEG CURRIC C (valid through SY2010-11 only) MATH 1
1209820	PRE-ALGEBRA MATH 2 Pre-Algebra Mathematics 2	3/ Y	MA	1.0	MATH 1

ATTACHMENT D

OFFICE OF MATHEMATICS AND SCIENCE
EQUIVALENT COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/ LENGTH	GRADUATION REQUIREMENTS	CREDIT	CERTIFICATION
SCIENCE -----					
BIOLOGY -----					
2000310	BIO 1 Biology 1	2/ Y	SC	1.0	SCIENCE @4 BIOLOGY 1 MG INTEG CURRIC C (valid through SY2010-11 only) MG GEN SCI C
2000320	BIO 1 HON Biology 1 Honors	3/ Y	SC	1.0	SCIENCE @4 BIOLOGY 1 MG INTEG CURRIC C (valid through SY2010-11 only) MG GEN SCI C
2000322	PRE-ALICE BIO Pre-Alice Biology	3/ Y	SC	1.0	SCIENCE @4 BIOLOGY 1
2000430	BIO TECH Biology Technology	2/ Y	SC	1.0	SCIENCE @4 BIOLOGY 1
2000800	BIO 1- PRE IB Biology 1- Pre International Baccalaureate	3/ Y	SC	1.0	SCIENCE @4 BIOLOGY 1
2000850	IB MYP BIOLOGY HON IB Middle Years Program Biology Honors	3/ Y	SC	1.0	MG GEN SCI C MG INTEG CURRIC C (valid through SY2010-11 only) BIOLOGY 1 SCIENCE @4
2002400	INTEG SCI 1** Integrated Science 1	2/ Y	SC	1.0	ERTH/ SPA S 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1 MG GEN SCI C
2002410	INTEG SCI 1 HON** Integrated Science 1 Honors	3/ Y	SC	1.0	MG INTEG CURRIC C (valid through SY2010-11 only) ERTH/ SPA S 1 BIOLOGY 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1 MG GEN SCI C
2002420	INTEG SCI 2** Integrated Science 2	2/ Y	SC	1.0	MG INTEG CURRIC C (valid through SY2010-11 only) ERTH/ SPA S 1 BIOLOGY 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002430	INTEG SCI 2 HON** Integrated Science 2 Honors	3/ Y	SC	1.0	ERTH/ SPA S 1 BIOLOGY 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002440	INTEG SCI 3** Integrated Science 3	2/ Y	SC	1.0	ERTH/ SPA S 1 BIOLOGY 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002450	INTEG SCI 3 HON** Integrated Science 3 Honors	3/ Y	SC	1.0	ERTH/ SPA S 1 BIOLOGY 1 PHYSICS 1 EARTH SCI @4 SCIENCE @4 CHEM 1

ATTACHMENT D

OFFICE OF MATHEMATICS AND SCIENCE
EQUIVALENT COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/ LENGTH	GRADUATION REQUIREMENTS	CREDIT	CERTIFICATION
----- CHEMISTRY -----					
2003340	CHEM 1 Chemistry 1	2/ Y	SC	1.0	SCIENCE @4 CHEM 1
2003350	CHEM 1 HON Chemistry 1 Honors	3/ Y	SC	1.0	SCIENCE @4 CHEM 1
2003800	CHEM 1- PRE IB Chemistry 1- Pre International Baccalaureate	3/ Y	SC	1.0	SCIENCE @4 CHEM 1
2002400	INTEG SCI 1** Integrated Science 1	2/ Y	SC	1.0	ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1 MG GEN SCI C
2002410	INTEG SCI 1 HON** Integrated Science 1 Honors	3/ Y	SC	1.0	MG INTEG CURRI C C (valid through SY2010-11 only) ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1 MG GEN SCI C
2002420	INTEG SCI 2** Integrated Science 2	2/ Y	SC	1.0	MG INTEG CURRI C C (valid through SY2010-11 only) ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002430	INTEG SCI 2 HON** Integrated Science 2 Honors	3/ Y	SC	1.0	ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002440	INTEG SCI 3** Integrated Science 3	2/ Y	SC	1.0	ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1
2002450	INTEG SCI 3 HON** Integrated Science 3 Honors	3/ Y	SC	1.0	ERTH/ SPA S 1 BI OLOGY 1 PHYSI CS 1 EARTH SCI @4 SCIENCE @4 CHEM 1

**Completion of a three course Integrated Science series either standard or honors constitutes course equivalencies for Biology 1 (2000310), Chemistry 1 (2003340), and Physics 1 (2003380).

ATTACHMENT D

OFFICE OF MATHEMATICS AND SCIENCE
EQUIVALENT COURSE RECOMMENDATIONS

COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/ LENGTH	GRADUATION REQUIREMENTS	CREDIT	CERTIFICATION
----- PHYSICS -----					
2003380	PHYS 1 Physics 1	2/ Y	SC	1.0	SCIENCE @ PHYSICS 1
2003390	PHYS 1 HON Physics 1 Honors	3/ Y	SC	1.0	SCIENCE @ PHYSICS 1
2003600	PRINC TECH 1*** Principles of Technology 1	2/ Y	SC	1.0	SCIENCE @ PHYSICS 1
2003610	PRINC TECH 2*** Principles of Technology 2	2/ Y	SC	1.0	SCIENCE @ PHYSICS 1
2003840	PHYS 1-IB Physics 1-International Baccalaureate	3/ Y	SC	1.0	SCIENCE @ PHYSICS 1
2002400	INTEG SCI 1** Integrated Science 1	2/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)
2002410	INTEG SCI 1 HON** Integrated Science 1 Honors	3/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)
2002420	INTEG SCI 2** Integrated Science 2	2/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)
2002430	INTEG SCI 2 HON** Integrated Science 2 Honors	3/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)
2002440	INTEG SCI 3** Integrated Science 3	2/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)
2002450	INTEG SCI 3 HON** Integrated Science 3 Honors	3/ Y	SC	1.0	ERTH/ SPAS 1 PHYSICS 1 SCIENCE @ MGEN SCIC MGINTEG CURRIC (valid through SY2010-11 only)

**Completion of a three course Integrated Science series either standard or honors constitutes course equivalencies for Biology 1 (2003310), Chemistry 1 (2003340), and Physics 1 (2003380).

***Completion of the two course series Principles of Technology 1 and 2 constitutes course equivalency for Physics 1 (2003380).

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
AMDDA001	ADDA Drafter Certification	American Design Drafting Association	
ADOBE010	Adobe Certified Associate (Dreamweaver)	Adobe Systems	
ADOBE011	Adobe Certified Associate (Flash)	Adobe Systems	
ADOBE012	Adobe Certified Associate (Photoshop)	Adobe Systems	
ADOBE013	Adobe Certified Expert (Acrobat)	Adobe Systems	
ADOBE002	Adobe Certified Expert (After Effects)	Adobe Systems	
ADOBE003	Adobe Certified Expert (Illustrator)	Adobe Systems	
ADOBE004	Adobe Certified Expert (InDesign)	Adobe Systems	
ADOBE005	Adobe Certified Expert (Photoshop)	Adobe Systems	
ADOBE007	Adobe Certified Expert (Premiere Pro)	Adobe Systems	
ADOBE017	Adobe Dreamweaver Developer	Adobe Systems	New
ADOBE016	Adobe Macromedia Cold Fusion MX7	Adobe Systems	New
ADOBE015	Adobe Macromedia Flash MX Designer	Adobe Systems	New
SPACE001	Aerospace Technician	National Aerospace Technical Education Center (SpaceTEC)	New
NATEX001	Air Conditioning Service Technician	North American Technician Excellence	
NCATT001	Aircraft Electronics Technician (AET)	National Center for Aircraft Technician Training (NCATT)	New
APPLE008	Apple Certified Pro (ACP) DVD Studio Pro	Apple Computer , Inc	
APPLE009	Apple Certified Pro (ACP) Final Cut Pro	Apple Computer , Inc	
APPLE010	Apple Certified Pro (ACP) Logic Pro	Apple Computer , Inc	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
APPLE011	Apple Certified Pro (ACP) Motion	Apple Computer , Inc	
APPLE012	Apple Certified Pro (ACP) Soundtrack Pro	Apple Computer , Inc	
NIASE013	ASE Automobile Service Consultant (C1)	National Institute for Automotive Service Excellence	
NIASE005	ASE Automobile/Light Truck Technician: Automatic Transmission/Transaxle (A2)	National Institute for Automotive Service Excellence	
NIASE007	ASE Automobile/Light Truck Technician: Brakes (A5)	National Institute for Automotive Service Excellence	
NIASE008	ASE Automobile/Light Truck Technician: Electrical/Electronic Systems (A6)	National Institute for Automotive Service Excellence	
NIASE009	ASE Automobile/Light Truck Technician: Engine Performance (A8)	National Institute for Automotive Service Excellence	
NIASE010	ASE Automobile/Light Truck Technician: Engine Repair (A1)	National Institute for Automotive Service Excellence	
NIASE011	ASE Automobile/Light Truck Technician: Heating and Air Conditioning (A7)	National Institute for Automotive Service Excellence	
NIASE012	ASE Automobile/Light Truck Technician: Manual Drive Train and Axles (A3)	National Institute for Automotive Service Excellence	
NIASE014	ASE Automobile/Light Truck Technician: Suspension and Steering (A4)	National Institute for Automotive Service Excellence	
NIASE017	ASE Collision Repair and Refinishing Technician: Electrical/ Mechanical Components (B5)	National Institute for Automotive Service Excellence	
NIASE018	ASE Collision Repair and Refinishing Technician: Non-structural Analysis and Damage Repair (B3)	National Institute for Automotive Service Excellence	
NIASE029	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2)	National Institute for Automotive Service Excellence	
NIASE032	ASE Collision Repair and Refinishing Technician: Structural Analysis and Damage Repair (B4)	National Institute for Automotive Service Excellence	
NIASE002	ASE Master Automobile Technician	National Institute for Automotive Service Excellence	
NIASE035	ASE Master Collision Repair and Refinishing Technician	National Institute for Automotive Service Excellence	
NIASE003	ASE Master Medium/Heavy Truck Technician	National Institute for Automotive Service Excellence	
NIASE016	ASE Medium/Heavy Truck Technician: Brakes (T4)	National Institute for Automotive Service Excellence	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
NIASE020	ASE Medium/Heavy Truck Technician: Diesel Engines (T2)	National Institute for Automotive Service Excellence	
NIASE021	ASE Medium/Heavy Truck Technician: Drive Train (T3)	National Institute for Automotive Service Excellence	
NIASE023	ASE Medium/Heavy Truck Technician: Electrical/ Electronic Systems (T6)	National Institute for Automotive Service Excellence	
NIASE025	ASE Medium/Heavy Truck Technician: Gasoline Engines (T1)	National Institute for Automotive Service Excellence	
NIASE026	ASE Medium/Heavy Truck Technician: Heating, Ventilation, and A/C (HVAC) (T7)	National Institute for Automotive Service Excellence	
NIASE031	ASE Medium/Heavy Truck Technician: Preventive Maintenance Inspection (PMI) (T8)	National Institute for Automotive Service Excellence	
NIASE033	ASE Medium/Heavy Truck Technician: Suspension and Steering (T5)	National Institute for Automotive Service Excellence	
ADESK026	Autodesk 3dsMax Design Certified Associate	Autodesk	New
ADESK016	Autodesk Certified Associate - AutoCAD	Autodesk	
ADESK017	Autodesk Certified Associate - AutoCAD Architecture	Autodesk	
ADESK018	Autodesk Certified Associate - AutoCAD Civil 3D	Autodesk	
ADESK019	Autodesk Certified Associate - Inventor	Autodesk	
ADESK020	Autodesk Certified Associate -Revit Architecture	Autodesk	
ADESK021	Autodesk Certified Professional - AutoCAD	Autodesk	
ADESK022	Autodesk Certified Professional - AutoCAD Architecture	Autodesk	
ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	Autodesk	
ADESK024	Autodesk Certified Professional - Inventor	Autodesk	
ADESK025	Autodesk Certified Professional - Revit Architecture	Autodesk	
ETAIN006	Avionics Electronics Technician	Electronics Technician Association	New

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
TAFLP001	Certification for Legal Professionals	The Association for Legal Professionals (ALS)	
AIOPB001	Certified Bookkeeper	American Institute of Professional Bookkeepers	
NATHA002	Certified EKG Technician (CET)	National Healthcareer Association	
IFSEA001	Certified Food Manager (CFM)	International Food Service Executive Association	
NAHUC001	Certified Health Unit Coordinator (CHUC)	National Association of Health Unit Coordinators, Inc.	
NAHCH001	Certified Home Care Aide	National Association for Home Care	New
FNGLA001	Certified Horticulture Professional	Florida Nursery, Growers & Landscape Association	
TAFOM001	Certified in Production and Inventory Management (CPIM)	The Association for Operations Management	
PROSO005	Certified Internet Web (CIW) Application Developer	Certification Partners	
PROSO001	Certified Internet Web (CIW) Associate Design Specialist	Certification Partners	
PROSO003	Certified Internet Web (CIW) E-Commerce Designer Professional	Certification Partners	
PROSO004	Certified Internet Web (CIW) Master Designer	Certification Partners	
PROSO002	Certified Internet Web (CIW) Professional	Certification Partners	
PROSO012	Certified Internet Web (CIW) Site Designer Professional	Certification Partners	
NINSC001	Certified LabVIEW Associate Developer (CLAD)	National Instruments Corporation	
NATHA003	Certified Medical Administrative Assistant (CMAA)	National Healthcareer Association	
AFHDI001	Certified Medical Transcriptionist	The Association for Healthcare Documentation Integrity (AHDI)	New
FDMQA002	Certified Nursing Assistant (CNA)	Florida Department of Health, Division of Medical Quality Assurance	
NRAEF003	Certified Professional Food Manager (ServSafe)	National Restaurant Association Educational Foundation	New

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
SOLID001	Certified Solidworks Associate (CSWA)	Dassault Systemes Solidworks Corporation	
SOLID002	Certified Solidworks Professional (CSWP)	Dassault Systemes Solidworks Corporation	
ANICT001	Certified Veterinary Assistant (CVA)	Animal Care Technologies	
AWELD001	Certified Welder	American Welding Society	
CWNPT001	Certified Wireless Network Administrator (CWNA)	CWNP (Wireless Network Training)	
CARCH002	Chief Architect Certified Apprentice	Chief Architect, Inc	New
CARCH001	Chief Architect User Certification	Chief Architect, Inc	
CPREC001	Child Development Associate (CDA)	Council for Professional Recognition	
CISCO003	Cisco Certified Entry Network Technician (CCENT)	Cisco Systems, Inc.	
CISCO018	Cisco Certified Internetwork Expert Routing and Switching(CCIE® Routing & Switching)	Cisco Systems, Inc.	New
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.	
CISCO011	Cisco Certified Network Associate Security (CCNA® Security)	Cisco Systems, Inc.	New
CISCO013	Cisco Certified Network Associate Wireless (CCNA® Wireless)	Cisco Systems, Inc.	New
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.	
CISCO017	Cisco Certified Network Professional Wireless (CCNP® Wireless)	Cisco Systems, Inc.	New
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)	
COMPT002	CompTIA CDIA+	Computing Technology Industry Association (CompTIA)	
COMPT003	CompTIA Convergence+	Computing Technology Industry Association (CompTIA)	New
COMPT011	CompTIA CTT+	Computing Technology Industry Association (CompTIA)	New

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
COMPT004	CompTIA DHTI+	Computing Technology Industry Association (CompTIA)	
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)	New
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)	
COMPT012	CompTIA PDI+	Computing Technology Industry Association (CompTIA)	New
COMPT007	CompTIA Project+	Computing Technology Industry Association (CompTIA)	New
COMPT013	CompTIA RFID+	Computing Technology Industry Association (CompTIA)	New
COMPT008	CompTIA Security +	Computing Technology Industry Association (CompTIA)	
COMPT009	CompTIA Server+	Computing Technology Industry Association (CompTIA)	
ISCET002	Electronics Systems Associate (ESA)	International Society of Certified Electronics Technicians	New
FEDAA002	FAA A & P General Exam (Aviation Mechanic General, A&P)	Federal Aviation Administration	New
FEDAA004	FAA Airframe Mechanic	Federal Aviation Administration	
FEDAA015	FAA Basic Ground Instructor	Federal Aviation Administration	New
FEDAA013	FAA Ground School	Federal Aviation Administration	
FEDAA007	FAA Instrument Pilot	Federal Aviation Administration	New
FEDAA010	FAA Powerplant Mechanic	Federal Aviation Administration	
FEDAA011	FAA Private Pilot	Federal Aviation Administration	
FLSFM005	Fire Fighter I	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training	
NREMT003	First Responder	National Registry of Emergency Medical Technicians	
NRAEF001	Foodservice Management Professional (FMP)	National Restaurant Association Educational Foundation	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
DIGIT001	GIS Technician (Entry)	DigitalQuest Inc.	
AMSTL003	Global Logistics Associate	American Society of Transportation & Logistics	New
HVACE007	HEAT	HVAC (Heating, Ventilation and Air Conditioning) Excellence	
HVACE008	HEAT+	HVAC (Heating, Ventilation and Air Conditioning) Excellence	
GRBCI001	LEED Professional Accreditation	Green Building Certification Institute (GBCI)	New
FDMQA017	Licensed Practical Nurse (LPN)	Florida Department of Health, Division of Medical Quality Assurance	
CNCSI001	Mastercam Certified Programmer Mill Level I	Mastercam	
MICRO027	MCIT Professional: Consumer Support Technician	Microsoft Corporation	
MICRO033	MCIT Professional: Enterprise Support Technician	Microsoft Corporation	
MICRO034	MCIT Professional: Server Administrator	Microsoft Corporation	
MICRO006	Microsoft Certified Desktop Support Technician (MCDST)	Microsoft Corporation	
MICRO062	Microsoft Certified Professional Developer (MCPD) - ASP.NET Developer	Microsoft Corporation	
MICRO043	Microsoft Certified Professional Developer (MCPD) - Web Developer	Microsoft Corporation	
MICRO044	Microsoft Certified Professional Developer (MCPD) - Windows Developer	Microsoft Corporation	
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation	
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation	
MICRO047	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Distributed Applications	Microsoft Corporation	
MICRO048	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Web Applications	Microsoft Corporation	
MICRO049	Microsoft Certified Technology Specialist (MCTS): .NET Framework 2.0 Windows Applications	Microsoft Corporation	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
MICRO052	Microsoft Certified Trainer (MCT)	Microsoft Corporation	
MICRO069	Microsoft Office Specialist (MOS) Bundle Certification (3 out of 5 -Word, Excel, PowerPoint, Access, Outlook)	Microsoft Corporation	
MICRO017	Microsoft Office Master	Microsoft Corporation	
MSSCN001	MSSC Certified Production Technician (CPT)	The Manufacturing Skill Standards Council (MSSC)	
NRETF001	National Professional Certification in Customer Service	National Retail Federation	New
NRAEF002	National ProStart Certificate of Achievement	National Restaurant Association Educational Foundation	
NCCER005	NCCER Carpentry - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER032	NCCER Carpentry - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER033	NCCER Carpentry - Level 3	National Center for Construction Education & Research (NCCER)	
NCCER034	NCCER Carpentry - Level 4	National Center for Construction Education & Research (NCCER)	
NCCER036	NCCER Concrete Finishing - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER037	NCCER Concrete Finishing - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER008	NCCER Construction Technology	National Center for Construction Education & Research (NCCER)	
NCCER010	NCCER Electrical - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER038	NCCER Electrical - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER039	NCCER Electrical - Level 3	National Center for Construction Education & Research (NCCER)	
NCCER040	NCCER Electrical - Level 4	National Center for Construction Education & Research (NCCER)	
NCCER013	NCCER Electronic Systems Technician - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER041	NCCER Electronic Systems Technician - Level 2	National Center for Construction Education & Research (NCCER)	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
NCCER042	NCCER Electronic Systems Technician - Level 3	National Center for Construction Education & Research (NCCER)	
NCCER043	NCCER Electronic Systems Technician - Level 4	National Center for Construction Education & Research (NCCER)	
NCCER017	NCCER Heavy Equipment Operations - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER018	NCCER HVAC - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER081	NCCER HVAC - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER082	NCCER HVAC - Level 3	National Center for Construction Education & Research (NCCER)	
NCCER083	NCCER HVAC - Level 4	National Center for Construction Education & Research (NCCER)	
NCCER025	NCCER Masonry - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER044	NCCER Masonry - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER045	NCCER Masonry - Level 3	National Center for Construction Education & Research (NCCER)	
NCCER046	NCCER Painting - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER047	NCCER Painting- Level 2	National Center for Construction Education & Research (NCCER)	New
NCCER048	NCCER Painting- Level 3	National Center for Construction Education & Research (NCCER)	New
NCCER052	NCCER Pipefitting - Level 4	National Center for Construction Education & Research (NCCER)	New
NCCER070	NCCER Plumbing - Level 3	National Center for Construction Education & Research (NCCER)	New
NCCER071	NCCER Plumbing - Level 4	National Center for Construction Education & Research (NCCER)	New
NCCER026	NCCER Plumbing - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER069	NCCER Plumbing - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER027	NCCER Project Management	National Center for Construction Education & Research (NCCER)	

2010-11 Industry Certification Funding List

DOE Code	Certification/ Credential Title	Issuing Organization/Provider	New to List
NCCER053	NCCER Roofer- Level 1	National Center for Construction Education & Research (NCCER)	New
NCCER054	NCCER Roofer- Level 2	National Center for Construction Education & Research (NCCER)	New
NCCER055	NCCER Roofer- Level 3	National Center for Construction Education & Research (NCCER)	New
NCCER056	NCCER Roofer- Level 4	National Center for Construction Education & Research (NCCER)	New
NCCER061	NCCER Welder - Level 1	National Center for Construction Education & Research (NCCER)	
NCCER062	NCCER Welder - Level 2	National Center for Construction Education & Research (NCCER)	
NCCER063	NCCER Welder - Level 3	National Center for Construction Education & Research (NCCER)	
ORACL001	Oracle Certified Associate (OCA)	Oracle Corporation	
ORACL003	Oracle Certified Master (OCM)	Oracle Corporation	
NBCEP001	Photovoltaic (PV) Entry Level Certificate of Knowledge	North American Board of Certified Energy Practitioners (NABCEP)	New
SUNMI002	Sun Certified Java Associate	Sun Microsystems	New
SUNMI001	Sun Certified Java Programmer	Sun Microsystems	New

Technical Assistance Paper

Florida Career and Professional Education
Act
(CAPE)



Florida Department of Education
Division of Career and Adult Education
Loretta Costin, Interim Chancellor

March 2010

Purpose

The purpose of this technical assistance paper is to assist educational leaders and administrators in the consistent implementation of the Florida Career and Professional Education Act (SB 1232) in section 1003.491, Florida Statutes (F.S.).

Background

In 2007 the Florida Legislature passed the Career and Professional Education Act.¹ The purpose of the Act was to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.² The objectives of the Act are as follows³:

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- To provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- To support local and regional economic development;
- To respond to Florida's critical workforce needs; and
- To provide state residents with access to high-wage and high-demand careers.

To implement the Act, the Florida Department of Education (FDOE), the Agency for Workforce Innovation (AWI), and Workforce Florida, Inc (WFI) are partnered together. At the local level, the Act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions.⁴

A key component of this Act is state-approved industry certifications that are critical to Florida's employers.⁵ The legislation tasked AWI with defining "Industry Certification." The agency has provided DOE with the following definition:

"A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need."

This technical assistance paper addresses questions on the legislation, funding, and data reporting. For questions, please contact Tara Goodman by phone at 850-245-9002 or e-mail at Tara.Goodman@fldoe.org.

¹ Chapter 2007-216, Laws of Florida

² s. 1003.491, F.S.

³ s. 1003.491(1), F.S.

⁴ ss. 1003.491(2) and 1003.491(3), F.S.

⁵ s. 1003.492, F.S.

QUESTIONS AND ANSWERS

PROGRAM REQUIREMENTS

Q1. What are the relevant statutes for the Career and Professional Education Act?

The key Florida Statutes for the Act are as follows:

Section 1003.491, F.S. – Florida Career and Professional Education Act

Section 1003.492, F.S. – Industry-certified career education programs

Section 1003.493, F.S. – Career and professional academies

Section 1011.62(1)(p), F.S. – Funds for the operation of schools, Calculation of additional full-time equivalent membership based on certification of successful completion of industry-certified career and professional academy programs pursuant to s. 1003.492 and identified in the Industry Certified Funding List pursuant to rules adopted by the State Board of Education.

Q2. What are the applicable rules pursuant to the Career and Professional Education Act?

See Rule 6A-6.0573, Florida Administrative Code (F.A.C.).

Q3. Does the Department of Education have a Web resource page to assist districts in the implementation of the Career and Professional Education Act?

Yes. The Division of Career and Adult Education maintains a Web site for the Career and Professional Education Act at the following Web link:

<http://www.fldoe.org/workforce/fcpea/default.asp>

Q4. Is there a statutory requirement for all districts to have a career and professional academy?

Yes. Section 1003.491(2), F. S., requires that each district school board develop a five-year strategic plan to address and meet local and regional workforce demands. This plan must be completed in collaboration with a district's local workforce board and local postsecondary institutions. A required element in this plan is the provision to have in place at least one operational career and professional academy, pursuant to s. 1003.492(2), F.S., by the beginning of the 2008-09 school year.

Q5. What are the different industry certification lists related to the Career and Professional Education Act?

The *Comprehensive Industry Certification List* is the approved planning list for industry certified career education programs, as specified in s. 1003.492(2), F.S. and Rule 6A-6.0573, F.A.C. The list of industry certifications resulting from this definition must be approved by WFI.⁶ This list is sometimes referred to as the planning list for career and professional academies. According to Rule 6A-6.0573(2), F.A.C, this list must be published annually by March 1. For example, the 2010-11 "Comprehensive Industry Certification List" must be published no later than March 1, 2010.

⁶ s. 1003.492(2), F.S.

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The *Industry Certification Funding List* is a sub-set of certifications on the “Comprehensive Industry Certification List,” as specified in the Rule 6A-6.0573(3), F.A.C. This list is developed by the Division of Career and Adult Education within the Florida Department of Education. To be on this list, a certification must meet the following criteria from Rule 6A-6.0573(3)(b), F.A.C.:

1. The certification must be on the “Comprehensive Industry Certification List.”
2. The certification must be achievable by students in a secondary level program.
3. The certification must require a minimum of one hundred fifty (150) hours of instruction.
4. The certification must have been offered for at least one year in a school district. The Commissioner of Education may waive the one year requirement when failure to do so would inhibit preparation of students for emerging workforce opportunities.

A preliminary “Industry Certification Funding List” is developed after the “Comprehensive Industry Certification List” for the upcoming year is approved and posted by Workforce Florida, Inc.⁷ The “Industry Certification Funding List” must be published no later than July 1 for the subsequent school year.⁸ For example, the “Industry Certification Funding List” for the 2010-11 school year must be published no later than July 1, 2010.

Only students enrolled in a registered career and professional academy who earn industry certifications that are on the *Industry Certification Funding List* may be eligible for additional funding by school districts under Section 1011.62(1)(p), F.S.⁹

Q6. How can a district request an addition to the “Comprehensive Industry Certification List?”

WFI is responsible for final approval of the Comprehensive Industry Certification List.¹⁰ A request to add an industry certification to the comprehensive list may be submitted to WFI.¹¹ In an annual require cycle, the current practice of the WFI staff, which is subject to review every year, has been to request the following information:

- Name of the certification
- Profession(s) and specific occupation(s) to which the certification can be applied
- National recognition of the certification
- Certifying organization contact name, phone, and e-mail
- Web site address where additional information regarding the certification can be obtained
- Education and training requirements to obtain the certification
- Knowledge and skills necessary to obtain the certification
- Administration details on the certification testing component

⁷ Rule 6A-6.0573(4)(a), F.A.C.

⁸ Rule 6A-6.5073(5), F.A.C.

⁹ Rule 6A-6.0573(6)(a), F.A.C.

¹⁰ Section 1003.492(2), F.S.

¹¹ Section 1003.492(2), F.S.

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Identification of whether the curriculum to earn the certification requires at least 150 hours of instruction

Identification of whether secondary high school students can achieve the certification

Identification of whether a postsecondary program is necessary to achieve the certification

Names of employers [with contact information] operating in Florida as well as across the nation that recognize the certification

Districts should contact WFI directly for details on the annual process for submission of items for the “Comprehensive Industry Certification List.”

Q7. How may a district request an item from the “Comprehensive Industry Certification List” be included on the “Industry Certification Funding List”?

This process is specified in Rule 6A-6.0573(4)(b), F.A.C. Beginning with the development of the 2009-10 funding list, school districts are provided with a standard window in which to request certifications for the “Industry Certification Funding List.” First, the “Comprehensive Industry Certification List” will be published by March 1.¹² Then following the publication of the approved “Comprehensive Industry Certification List,” the Department of Education will produce a preliminary “Industry Certification Funding List” no later than March 15.¹³ This list will contain all industry certifications on the comprehensive list that meet the four criteria specified in the Rule 6A-6.0573(3)(b), F.A.C., based on a preliminary review of items on the comprehensive list.

During the request window from March 15 to April 15 of each year¹⁴, districts may submit information to request an item on the “Comprehensive Industry Certification List” be included on the funding list. Requests shall be accompanied by supporting documentation.¹⁵ The Department of Education has forty-five (45) days from the time of the request to review and respond to the submitting district.¹⁶ The final “Industry Certification Funding List” with any approved additions will be published no later than the July 1, preceding the beginning of the school year.¹⁷

Key Timelines for Creation of Industry Certification Funding List

Deadline	Activity
March 1	Comprehensive Industry Certification List for the upcoming year is published by WFI. ¹⁸
March 15	Florida Department of Education releases the preliminary “Industry Certification Funding List.” ¹⁹
March 15-April 15	Districts may submit requests for an addition to the Industry Certification Funding List. ²⁰
July 1	Florida Department of Education releases the final “Industry Certification Funding List.” ²¹

¹² Rule 6A-6.0573(2), F.A.C.

¹³ Rule 6A-6.0573(4), F.A.C.

¹⁴ Rule 6A-6.0573(4)(b)(2), F.A.C.

¹⁵ Rule 6A-6.0573(4)(b)(1), F.A.C.

¹⁶ Rule 6A-6.0573(4)(b)(3), F.A.C.

¹⁷ Rule 6A-6.0573(5), F.A.C.

¹⁸ Rule 6A-6.0573(2), F.A.C.

¹⁹ Rule 6A-6.0573(4), F.A.C.

²⁰ Rule 6A-6.0573(4), F.A.C.

²¹ Rule 6A-6.0573(5), F.A.C.

Q8. What performance criteria are associated with the implementation of the law?

In Rule 6A-6.0573(8)(a), F.A.C., the Department specified the following performance criteria calculation for students in registered career and professional academies:

Denominator = Number of students in the career course who took the industry certification examination or who attempted college credit for their enrollment in the career course.

Numerator = Number of students in the denominator who successfully passed an industry certification on the “Industry Certification Funding List” or who earned college credit.

If a school district fails to meet the performance criteria specified in s. 1003.493(5), F.S., with the calculation described above, the district may not offer that industry certification in the academy in the subsequent year.²² Also, the school district can no longer report an industry certification with that academy and will not be eligible to receive additional FTE membership for that industry certification under the requirements of s. 1011.62(1)(p), F.S.²³

Q9. How is college credit earned through articulation agreements going to be reported for the performance criteria?

At this time, no data collection method is available to identify college credit earned through articulation agreements.

Q10. What is the Perkins IV Technical Skill Attainment Inventory, and does it intersect with the “Industry Certification Funding List”?

The Perkins IV Technical Skill Attainment Inventories are separate lists of appropriate third-party assessments for secondary and postsecondary career and technical education programs.²⁴ This technical skill attainment inventory is used to report data under the accountability requirements of the federal Carl D. Perkins Career and Technical Education Act of 2006. Specifically, the secondary 2009-2010 Perkins IV Technical Skill Attainment Inventory is a listing of approved evaluation instruments comprising industry certifications, state and federal licenses, and other 3rd party assessments that are linked to approved secondary career and technical education programs (job preparatory and technology education programs).²⁵ These evaluation instruments are used to report student performance for Technical Skill Attainment (2S1), a performance measure in the Perkins IV performance accountability system.²⁶ The Perkins IV five-year State Plan establishes policy for determination of evaluation instruments used to measure technical skill attainment.²⁷

Some of items approved for the Perkins inventory may also be approved for the “Industry Certification Funding List.” However, there may be assessments approved for the Perkins IV Technical Skill Attainment measures that will not be included on the “Industry Certification Funding

²² Rule 6A-6.0573(8)(b), F.A.C.

²³ Rule 6A-06.0573(8)(c), F.A.C.

²⁴ Pub. L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006, Section 113

²⁵ State Plan adopted pursuant to provisions of the Carl D. Perkins Career and Technical Education Act of 2006 and approved by the State Board of Education on March 20, 2007

²⁶ Pub. L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006, Section 113

²⁷ Pub. L. 109-270, Carl D. Perkins Career and Technical Education Act of 2006, Section 113

List,” because they do not meet the standards specified in s. 1003.492, F.S., for industry certifications.

FUNDING FOR INDUSTRY CERTIFICATIONS

Q11. What are the requirements for receiving additional funding in the Florida Education Finance Program (FEFP) for students earning industry certifications?

The statutory requirements for additional full-time equivalent membership are described in s. 1011.62(1)(p), F.S.:

Calculation of additional full-time equivalent membership based on certification of successful completion of industry-certified career and professional academy programs pursuant to s. 1003.492.--A value of 0.3 full-time equivalent student membership shall be calculated for each student who completes an industry-certified career and professional academy program under s. 1003.492 and who is issued the highest level of industry certification and a high school diploma. Such value shall be added to the total full-time equivalent student membership in secondary career education programs for grades 9 through 12 in the subsequent year for courses that were not funded through dual enrollment. The additional full-time equivalent membership authorized under this paragraph may not exceed 0.3 per student. Unless a different amount is specified in the General Appropriations Act, the appropriation for this calculation is limited to \$15 million annually. If the appropriation is insufficient to fully fund the total calculation, the appropriation shall be prorated.

Q12. What are the specific criteria for the additional full-time equivalent membership calculation?

Based on the requirements in s. 1011.62(1)(p), F.S. and Rule 6A-6.0573(6), F.A.C., all of the following conditions must be met for the additional full-time equivalent membership funding for an earning industry certification:

- Student is enrolled in a registered career and professional academy.
- Student completes a certification on the “Industry Certification Funding List.”
- Student receives a standard high school diploma.

See data and reporting section for information on how this data on enrollment in career and professional academies and industry certifications should be reported.

Q13. Are students who earn certifications in dual enrollment courses eligible for additional full-time equivalent (FTE) membership?

No. If the industry certification is earned through participation in a dual enrollment course, the district is not eligible to generate additional FTE membership.²⁸

²⁸ s. 1011.62(1)(p), F.S.

Q14. Will a student earning more than one certification on the “Industry Certification Funding List” generate the additional FTE membership for each certification earned?

No. The maximum additional FTE is 0.3 per student.²⁹

Q15. When would a district receive funding for students earning industry certifications in accordance with s. 1011.62(1)(p), F.S.?

The calculation of the additional full-time equivalent membership will be based on prior year industry certification performance data.³⁰ For example, the 2009-10 funding calculation is based on 2008-09 (and prior) performance information. The additional full-time equivalent membership will be included in the 3rd, 4th, and final calculations of the Florida Education Finance Program (FEFP).³¹

Q16. To be on the “Industry Certification Funding List,” a certification must have been offered by a school district for at least a year (unless waived by the Commissioner). Is a district required to offer the certification for at least a year before it can report students earning industry certification who are eligible for additional FTE membership?

No. This requirement only applies to the process for adding an item to the “Industry Certification Funding List.”³²

Q17. How is the additional FTE membership allocated if a student earns an industry certification in a career and professional academy in one district and then graduates from a different district?

The additional FTE membership is allocated to the district in which the student earns the industry certification.³³

Q18. How is the additional FTE membership allocated if a student earns an industry certification in a career and professional academy in one district, transfers to another district, earns a second industry certification in another academy and then graduates from a different district?

If a student earns more than one industry certification in more than one district, the additional FTE is pro-rated among the districts in which the certifications were earned.³⁴

²⁹ s. 1011.62(1)(p), F.S.

³⁰ s. 1011.62(1)(p), F.S.

³¹ s. 1011.65, F.S. and Rule 6A-1.0451, F.A.C.

³² Rule 6A-6.0573(3)(b), F.A.C.

³³ s. 1011.65, F.S.

³⁴ s. 1011.65, F.S.

Q19. If a student earns an industry certification prior to the year in which that certification was added to the “Industry Certification Funding List,” can the district receive credit in the additional FTE membership calculation?

No. The “Industry Certification Funding List” is an annual list; items are only valid for the year in which they are included on the list.³⁵

Q20. Students may earn industry certifications in the year(s) prior to their scheduled graduation date. How does a district receive the additional FTE membership for industry certifications for students who earn industry certifications and graduate in different years?

The Department will match the records of all high school graduates against current and prior reporting years for the calculation of the additional FTE membership.³⁶

DATA COLLECTION AND REPORTING

Q21. How must a district register a career and professional academy with the Florida Department of Education?

The registration process is specified in Rule 6A-6.0573(7), F.A.C. Beginning in 2009-10, the standard reporting window for registration of career and professional academies is July 15 to September 15.³⁷ As part of this registration process, superintendents are required to certify that each academy meets all of the required elements in s. 1003.493, F.S.³⁸

Eligibility for funding under s. 1011.62(1)(p), F.S., is limited to students enrolled in academies registered with the Florida Department of Education.³⁹ An academy must be registered by September 15 of the reporting year for its students to generate additional funding based on the completion of industry certifications.⁴⁰

This registration process will generate a three-digit identifier for the academy that will be used by the district to report enrollment in career and professional academies. This three-digit code is used to report students enrolled in registered career and professional academies (See Q24).

Q22. May a district register an academy that is offered through dual enrollment only or an academy that does not offer an industry certification on the “Industry Certification Funding List?” If so, how?

Yes. Districts may indicate the academy type by selecting one of the following options:⁴¹

³⁵ Rule 6A-6.0573, F.A.C. An “Industry Certification Funding List” is adopted each year by the State Board of Education in this rule.

³⁶ s. 1011.65, F.S.

³⁷ Rule 6A-6.0573(7)(a), F.A.C.

³⁸ Rule 6A-6.0573(7)(b), F.A.C.

³⁹ Rule 6A-6.0573(7)(c), F.A.C.

⁴⁰ Rule 6A-6.0573(7)(d), F.A.C.

⁴¹ Rule 6A-6.0573(7), F.A.C.

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Career and Professional Academy that *offers at least one industry certification on the Industry Certification Funding List through enrollment in Secondary CTE courses.*

Career and Professional Academy that offers industry certification(s) on the Industry Certification Funding List *through dual enrollment only.*

Career and Professional Academy that offers coursework leading to an industry certification on the *Comprehensive Industry Certification List but not on the Industry Certification Funding List.*

Q23. How are students enrolled in registered career and professional academies reported to the Florida Department of Education?

Districts must report students enrolled in registered career and professional academies in Surveys 2, 3, and 5 on the Federal State Indicator Status format.⁴²

Please review the database and technical documents on the Department’s web site for details on this reporting. The database manuals and updates may be accessed at the following link:
<http://www.fldoe.org/eias/dataweb/default.asp>.

Q24. How are students who earn industry certifications on the “Industry Certification Funding List” reported to the Florida Department of Education?

Districts must report on industry certifications taken and earned in Survey 5 on the Vocational Student Course Schedule format.⁴³ For industry certification information reported for students in registered career and professional academies, only records with a valid course number will be used for the evaluation and the FEFP calculation.⁴⁴ Districts may report industry certifications earned by students who were not enrolled in career and technical education programs for use in school grades and other reports.⁴⁵ Industry certifications for students who did not take a career education course can be reported with all zeros in the elements *Vocational/ Adult Education Program Code* and *Course Number*.⁴⁶

The following data elements are part of the reporting process:

Career and Professional Academy Identifier - The identifier assigned by the Florida Department of Education to the Career and Professional Academy in which the student participated. To be classified as a Career and Professional Academy, an academy must meet requirements in the Florida Career and Professional Education Act, s. 1003.493, F.S., and be registered with the Florida Department of Education. Only certifications reported as part of a student’s participation in a

⁴² s. 1008.385(2), F.S. and Rule 6A-1.0014, F.A.C.

⁴³ s. 1008.385(2), F.S. and Rule 6A-1.0014, F.A.C.

⁴⁴ s. 1008.385(2), F.S.

⁴⁵ s. 1008.385(2), F.S.

⁴⁶ s. 1008.385(2), F.S.

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registered career and professional academy will be eligible for additional full-time equivalent (FTE) membership.⁴⁷

Vocational/Adult General Education Program Code - The seven-digit numeric program code listed in the Course Code Directory, which is associated with the career education course in which the student is enrolled.⁴⁸

Course Number - The official state number assigned to school district courses listed or referenced in the Course Code Directory. Each industry certification must be linked to a course that provided the instruction required to earn the certification.⁴⁹

Industry Certification Identifier - The identifier assigned by the Florida Department of Education to specify the industry certification or technical skill attainment by third party assessment that the student has taken/attempted. Only industry certifications on the “Industry Certification Funding List” will be eligible to generate additional FTE membership under s. 1011.62(1)(p), F.S.⁵⁰

Industry Certification Outcome - An indicator of whether or not the student passed the industry certification or technical skill assessment taken/attempted. Only students who successfully complete the industry certification will be eligible to generate additional FTE membership under s. 1011.62(1)(p), F.S.

Please review the database and technical documents on the Department’s web site for details on this reporting. The database manuals and updates may be accessed at the following Web site: <http://www.fldoe.org/eias/dataweb/default.asp>. See Appendix Z for a list of the industry certification identifiers associated with items approved by the State Board of Education for the “Industry Certification Funding List.”

Q25. Does a student have to be reported in a registered career and professional academy in the year in which the certification was earned to receive the additional full-time equivalent (FTE) membership when the student graduates?

Yes. If an industry certification is reported for a student but the student is not reported as being enrolled in a registered career and professional academy in the same year in which the certification was earned, the student will not count in the additional FTE calculation when the student graduates.

Q26. How long after a course is completed may a district report industry certification outcomes of students?

School districts may report students who complete industry certifications during the update period allowed by the Department of Education for Survey 5 after an initial submission.⁵¹ The survey

⁴⁷ s. 1011.62(1)(p), F.S.

⁴⁸ s. 1008.385(2), F.S.

⁴⁹ ss. 1008.385(2) and 1011.62(1)(p), F.S.

⁵⁰ Rule 6A-6.0573(6)(a)(2), F.A.C.

⁵¹ Rule 6A-1.0451, F.A.C.

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period dates are approved and published by the Department on an annual basis.⁵² For example, in the 2009-10 reporting cycle, Survey 5 is closed on February 28, 2011.

Q27. If a student earns an industry certification after the close of the reporting cycle, can the industry certification still be reported?

Yes. If the district does not have information on an industry certification until after the final update window for Survey 5, a method is available to report an industry certification identifier and industry certification outcome linked to a prior year program and course.⁵³ The option became available for the 2009-10 reporting cycle.

This record can be reported using two school year data elements.⁵⁴ See example below for reporting an industry certification in 2009-10 that was earned as result of a course taken in 2008-09.

School Year – Record submission = 0910

Vocational/Adult General Education Program Code = program number associated with course taken

Course Number = prior year course associated with the industry certification attempted

Industry Certification Identifier = industry certification attempted

Industry Certification Outcome = pass/fail

School Year – Course Taken = 0809

Please note that the processing of this certification for the additional FTE membership will be done by looking at the year the “school year-course taken” and matching the career and professional academy enrollment and the “Industry Certification Funding List” for that same year.

Q28. Does a district have to report data on students who take industry certification examinations, but who do not successfully earn the certification?

Yes. Districts must report on all students in career and professional academies who take an industry certification exam.⁵⁵ There are separate data elements for industry certification attempted and industry certification outcome.⁵⁶

Q29. The law requires that a student receive a high school diploma in order for the district to qualify for the additional full-time equivalent (FTE) membership calculation. When should a district report an industry certification earned by a student who will not graduate during the reporting year?

The district should report the industry certification in the reporting year when the applicable course is reported or as soon thereafter as allowed by the Department’s reporting guidelines.⁵⁷

⁵² s. 1008.385(2), F.S.

⁵³ s. 1008.385(2), F.S.

⁵⁴ s. 1008.385(2), F.S.

⁵⁵ s. 1003.493(5), F.S..

⁵⁶ s. 1008.385(2), F.S.

⁵⁷ s. 1008.385(2), F.S.

Student EOC Requirements

Cohort(s)	Requirement/Examination Weight	
Algebra I EOC		
2010-2011 EOC available for the first time at the end of second semester in 2010-2011	<ul style="list-style-type: none"> • Students entering grade 9 and enrolled in Algebra or an equivalent course • Students entering grade 9 and previously earned high school credit in Algebra 1 or an equivalent course during the 2007-2008 through the 2009-2010 school years and who have not taken the Grade 10 FCAT Mathematics test 	<ul style="list-style-type: none"> • Algebra I EOC 30% of student's final grade • EOC is not part of Algebra 1 grade or required for Algebra 1 credit
2011-2012 EOC available at the end of each semester	<ul style="list-style-type: none"> • Students entering grade 9 and future high school students • Middle grade students enrolled in Algebra 1 	<ul style="list-style-type: none"> • Must Pass Algebra I EOC to earn credit • Must Pass Algebra I EOC to earn high school credit
Geometry EOC		
2011-2012 EOC available for the first time at the end of second semester in 2011-2012	<ul style="list-style-type: none"> • Students entering grade 9 and enrolled in Geometry or an equivalent course • Middle grade students enrolled in Geometry 	<ul style="list-style-type: none"> • Geometry EOC 30% of student's final grade • EOC is not part of Geometry grade or required for Geometry credit
2012-2013 EOC available at the end of each semester	<ul style="list-style-type: none"> • Students entering grade 9 and future high school students • Middle grade students enrolled in Geometry 	<ul style="list-style-type: none"> • Must Pass Geometry EOC to earn credit • Must Pass Geometry EOC to earn high school credit
Biology EOC		
2011-2012 EOC available for the first time at the end of second semester in 2011-2012	<ul style="list-style-type: none"> • Students entering grade 9 and enrolled in Biology or an equivalent course • Middle grade students enrolled in Biology 	<ul style="list-style-type: none"> • Biology EOC 30% of student's final grade • EOC is not part of Biology grade or required for Biology credit
2012-2013 EOC available at the end of each semester	<ul style="list-style-type: none"> • Students entering grade 9 and future high school students • Middle grade students enrolled in high school Biology 	<ul style="list-style-type: none"> • Must Pass Biology EOC to earn credit • Must Pass Biology EOC to earn credit high school credit

Transition to Next Generation and Computer-Based Tests in Florida:
Plans Currently Included in the FCAT 2.0 Contract

Computer-Based Tests: Grades and subjects which are optional by school in CBT or PBT are shown in ***bold, italic***; full CBT administration except for accommodations are shown in ***red, bold, italic, underlined***.

	2009-10	2010-11	2011-12	2012-13	2013-14
FCAT	Reading (3-10) Mathematics (3-10) Science (5, 8, 11), Writing (4, 8, 10) Reading & Mathematics Retakes (fall, <i>spring</i>)	Science (5, 8, 11) Writing (4, 8, 10) Reading Retakes (<i>fall, spring</i>) Mathematics (<u>10</u>) Mathematics Retakes (<i>fall, spring</i>)	Writing (4, 8, 10) Reading Retakes (<i>fall, spring</i>) Mathematics Retakes (<i>fall, spring</i>)	Writing (4, 8, 10) Mathematics Retakes (<i>fall, spring</i>)	Writing (4, 8, 10)
FCAT 2.0	Reading (3-10) (FT) Mathematics (3-8) (FT)	Reading (3-10) (B) Mathematics (3-8) (B) Science (5, 8) (FT)	Reading (3-6, <i>Z</i> , 8-10) (SS) Reading Retake (<i>fall</i>) Mathematics (3-8) (SS) Science (5, 8) (B)	Reading (3-6, <i>Z</i> , 8-9, <i>10</i>) Reading Retake (<i>fall</i>) Mathematics (3-6, <i>Z</i> , 8) Science (5, 8) (SS)	Reading (3-4, <i>5</i> , 6, <i>Z</i> , 8-9, <i>10</i>) Reading Retake (<i>fall</i>) Mathematics (3-5, <i>6-Z</i> , 8) Science (5, 8)
End-of-Course	<i><u>Algebra 1</u></i> (FT)	<i><u>Algebra 1</u></i> (B) <i><u>Geometry</u></i> (FT) <i><u>Biology</u></i> (FT)	<i><u>Algebra 1</u></i> (SS) <i><u>Geometry</u></i> (B) <i><u>Biology</u></i> (B) <i><u>US History</u></i> (FT)	<i><u>Algebra 1</u></i> (SS) <i><u>Geometry</u></i> (SS) <i><u>Biology</u></i> (SS) <i><u>US History</u></i> (B) <i><u>Civics</u></i> (FT)	<i><u>Algebra 1</u></i> (SS) <i><u>Geometry</u></i> (SS) <i><u>Biology</u></i> (SS) <i><u>US History</u></i> (SS) <i><u>Civics</u></i> (B)

Notes: Provision of end-of-course (EOC) assessments requires legislative action to allow use of EOCs instead of comprehensive assessments in high school. The Geometry and Civics EOCs are being added to the FCAT 2.0 contract through a pending contract amendment.
FT – Field test administration only; EOCs will be field tested in a sample of high schools only.
B – Baseline administration; a scale score will be reported; no developmental scale score or achievement levels will be available.
SS – Standards set; developmental scores, achievement levels, and passing scores will be reported for the first time.

Summary of High School Accountability Assessments and High School Graduation Requirements

The statewide assessment program will be changing over the next several years to phase in new assessments aligned to Florida’s new expectations for student learning, known as the Next Generation Sunshine State Standards. These new assessments will be named FCAT 2.0 and Florida End-of-Course (EOC) Assessments. FCAT 2.0 will measure student achievement in reading (grades 3-10), mathematics (grades 3-8), and science (grades 5, 8), and the design of the assessments will be similar to the current FCAT. The Florida EOC Assessments will be very different from the FCAT—students will participate in these assessments **on the computer** at the conclusion of specific high school courses. The following information is provided to summarize the implementation schedule and how these requirements will likely impact students and school accountability calculations.

High School Statewide Assessments Used in High School Accountability Calculations					
	2009-10	2010-11	2011-12	2012-13	2013-14
School Grades Calculations	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT Reading Gr. 9/Gr. 10 FCAT Math Gr. 10 FCAT Writing Gr. 11 FCAT Science 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading (Scores Linked to FCAT) Gr. 10 FCAT Math Gr. 10 FCAT Writing Gr. 11 FCAT Science 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Gr. 10 FCAT Writing Algebra 1 EOC Biology EOC† 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Gr. 10 FCAT Writing Algebra 1 EOC Geometry EOC Biology EOC 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Gr. 10 FCAT Writing Algebra 1 EOC Geometry EOC Biology EOC US History EOC
Adequate Yearly Progress	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT Reading Gr. 9/Gr. 10 FCAT Math Gr. 10 FCAT Writing 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading (Scores Linked to FCAT) Gr. 10 FCAT Math Gr. 10 FCAT Writing 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Algebra 1 EOC^o Gr. 10 FCAT Writing 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Algebra 1 EOC^o Gr. 10 FCAT Writing 	<ul style="list-style-type: none"> Gr. 9/Gr. 10 FCAT 2.0 Reading Algebra 1 EOC^o Gr. 10 FCAT Writing

High School Graduation Requirements by 9 th Grade Year of Entry					
9 th grader in...	2009-10	2010-11	2011-12	2012-13	2013-14
Graduation Requirements	<ul style="list-style-type: none"> Gr. 10 FCAT 2.0 Reading: 300 (FCAT Linked score) Gr. 10 FCAT Math: 300 	<ul style="list-style-type: none"> Gr. 10 FCAT 2.0 Reading: Level 3 Algebra 1 EOC 30% of Course Grade* 	<ul style="list-style-type: none"> Gr. 10 FCAT 2.0 Reading: Level 3 Algebra 1 EOC: Level 3 Geometry EOC 30% of Course Grade* Biology EOC 30% of Course Grade* 	<ul style="list-style-type: none"> Gr. 10 FCAT 2.0 Reading: Level 3 Algebra 1 EOC: Level 3 Geometry EOC: Level 3 Biology EOC: Level 3 	<ul style="list-style-type: none"> Gr. 10 FCAT 2.0 Reading: Level 3 Algebra 1 EOC: Level 3 Geometry EOC: Level 3 Biology EOC: Level 3

*This requirement does not apply to students who complete the course prior to this year.

^o The Elementary and Secondary Education Act (ESEA) peer review guidance provides for middle school students’ scores in a high school course to be “banked” for use in determining the high school’s AYP. ESEA does not allow for middle school students’ scores in high school courses to be used in determining AYP for middle schools.

†Further discussion is needed on how best to include results for school grading without the presence of achievement levels.