

Dr. Marta Pérez, Board Member

**SUBJECT: HISTORICAL FCAT DATA**

**COMMITTEE: INSTRUCTIONAL EXCELLENCE AND COMMUNITY ENGAGEMENT**

**LINK TO STRATEGIC FRAMEWORK: STUDENT, PARENT, AND COMMUNITY ENGAGEMENT**

The FCAT began in 1998 as part of Florida's overall plan to increase student achievement by implementing higher standards. When in full implementation, the FCAT was administered to students in grades 3-11 and consisted of criterion-referenced assessments in mathematics, reading, science, and writing, which measured student progress toward meeting the Sunshine State Standards (SSS) benchmarks. During the 2010-11 school year, Florida began the transition from the FCAT to the FCAT 2.0 and Florida End-of-Course (EOC) Assessments. Selected grades and subjects will continue to participate in FCAT assessments until the final transition is complete.

Proponents of the FCAT feel that the test fosters accountability in teaching and learning. Opponents express dissatisfaction with the time necessary to teach test-taking skills and the stress placed on students prior to and during the administration.

Most universities use other criteria to assess college readiness when selecting students. The FCAT assessments are not comparable to college admissions exams. However, with fourteen years of data indicating increased student learning in Miami-Dade County Public Schools, the assessments seem to have benefited students. In response to these assessments, the district has standardized materials across courses and schools, developed curriculum guides which delineate topics and timeframes for instruction, administered progress monitoring exams, and implemented practices which incorporate the use of data to guide and inform instruction. These additional efforts and preparation yielded a beneficial effect on students overall.

} Revised

The development of the curriculum that is ultimately presented to our students at the classroom level is an intricate process that has become increasingly sophisticated through the years as a result of increased data collection and usage and the implementation of the FCAT. The School Board should review these practices in order to support policies which give our students maximum educational benefits.

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**ACTION PROPOSED BY**

**DR. MARTA PÉREZ:** That The School Board of Miami-Dade County, Florida, direct the Superintendent to conduct a workshop in order to engage in a discussion on how the FCAT impacts the District's selection and use of research-based instructional tools.

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