



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

1.

MEETING DATE

2018-09-25 09:00 - Special Meeting

AGENDA ITEM

SUPERINTENDENT'S RECOMMENDATION

CATEGORY

Superintendent's Recommendation

DEPARTMENT

Procurement & Warehousing Services

Special Order Request

☐ Yes

☒ No

Time

Open Agenda

☐ Yes

☒ No

TITLE:

Recommendation to Approve Agreement - 59-038N - SAT and PSAT Schools Days with College Board

## REQUESTED ACTION:

Approve the recommendation to award the above Agreement. Contract Term: October 1, 2018 through August 30, 2020, 1 Year, 10 Months; User Department: Office of Academics and Department of Student Assessment and Research; Award Amount: \$1,504,302 Awarded Vendor(s): College Entrance Examination Board; Small/Minority/Women Business Enterprise Vendor(s): None.

## SUMMARY EXPLANATION AND BACKGROUND:

The SAT and PSAT School Day program provides equal opportunity and access for all students to participate in a college entrance examination. This program encourages more students to take a college entrance test and apply to college, increases the number of students who meet college readiness standards and decreases the number of students who have not met the ELA and Math graduation requirements.

This Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.

## SCHOOL BOARD GOALS:

☐ Goal 1: High Quality Instruction ☐ Goal 2: Continuous Improvement ☐ Goal 3: Effective Communication

## FINANCIAL IMPACT:

The estimated financial impact to the District will be \$1,504,302. The funding source will come from Student Assessment and Research Tests Budget. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

## EXHIBITS: (List)

(1) Executive Summary (2) Agreement (3) PSAT Snapshot 2018 (4) SAT School Day Snapshot 2018 (5) SAT\_ PSAT Presentation for CCHS (6) HS Presentation PSAT\_SAT

## BOARD ACTION:

**APPROVED**

(For Official School Board Records Office Only)

## SOURCE OF ADDITIONAL INFORMATION:

Name: Richard Baum

Phone: 754-321-2518

Name: Mary C. Coker

Phone: 754-321-0501

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
Senior Leader & Title

Maurice L. Woods - Chief Strategy & Operations Officer

Signature

Maurice Woods

9/24/2018, 11:25:04 AM

Electronic Signature

Form #4189 Revised 08/04/2017

RWR/ MLW/MCC/RB:kg

Approved In Open  
Board Meeting On:

SEP 25 2018

By:

School Board Chair

## **EXECUTIVE SUMMARY**

### **Recommendation to Approve Agreement 59-038N – SAT and PSAT Schools Days with College Board**

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This request is to approve the agreement between The School Board of Broward County, Florida, and College Entrance Examination Board (College Board), which supports the academic and personal enrichment of students in Broward County Public Schools. PSAT School Day for Freshman, SAT School Day for Juniors and SAT School Day for select Seniors.

#### **Project Description**

To provide equal and full access to the college admissions process and to establish a college going-culture and encourage more high school students to take the test and apply to college, Broward County Public Schools proposes to implement a PSAT School Day for Freshman (9th grade), SAT School Day for Juniors (11th grade) and at-risk Seniors (12th grade). The College Board will assist the District in creating and providing strategic support to high schools to prepare students for the test, applying for potential scholarships and increase access to advanced placement and AP capstone programs.

The SAT School Day program has been reported by high school instructional leadership as successful in terms of providing equity to students in college application and enrollment. This initiative has provided access to college entrance exams for all 11th-grade students in Broward County Public High schools (BCPS). It has virtually eliminated the participation gap between minority and non-minority students, Free and Reduced Priced Lunch and non-Free and Reduced Priced Lunch students, English Language Learners and non-English Language Learners. Overall, participation increased from fifty (50) percent in 2015 (prior to SAT School Day) to eighty-nine (89) percent in 2018. Over 2,800 students who had not previously met graduation requirements for Reading achieved a concordance score on SAT School Day 2018.

In conjunction with the State of Florida's initiative that provides access to the College Board PSAT National Merit Scholarship Qualifying Test (NMSQT) for all students in grade 10, this BCPS initiative will provide a comprehensive and standardized longitudinal support program for individual student's college readiness, an external set of data points to review the alignment of BCPS curriculum with national expectations, and provide insight on how to support the elimination of achievement gaps among demographic subgroups. Additionally, the PSAT NMSQT and SAT were approved for use as alternatives to the current FSA-ELA and FSA-EOC Algebra for graduation eligibility.

#### **Impact Statement**

College Board will work with the District and schools when student scores are released to determine an appropriate plan of action to further increase student college readiness and scholarship opportunities. Broward's Office of Student Assessment & Research, as well as the Office of School Performance & Accountability, will work with the Office of Academics to review and plan around student data results. Additionally, the Office of Student Assessment & Research will produce an annual report of participation and performance for the PSAT and SAT School Day program.

#### **Service Locations**

Based on the request of middle and high school principals, the recommendation of the High School Cadre Directors and the Office of Secondary Learning, all high school students at grade 9 will be provided the PSAT 8/9 exam during the school day, all students at grade 11 will be provided the SAT, and grade 12 students whom have not yet met the testing graduation requirements will be provided the SAT at each Broward County Public High School.

**Recommendation to Approve Agreement**  
**59-038N – SAT and PSAT Schools Days with College Board**  
**September 25, 2018 Board Agenda**  
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**Managing Departments**

Office of Academics and Department of Student Assessment and Research.

**Financial Impact**

The spending authority being requested is \$1,504,302 and will be taken from the Student Assessment and Research Tests Budget.

The previous agreement started on August 31, 2015 through September 30, 2018.

**COLLEGE BOARD'S  
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00022599**

**THIS AGREEMENT**, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this **October 1, 2018** ("Effective Date"), by and between The School Board of Broward County, Florida ("Client" or "SBBC") and the College Entrance Examination Board (the "College Board").

**WHEREAS**, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System.

**NOW, THEREFORE**, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

**1.0 Services & Deliverables.** The College Board shall furnish Client with the exams, products, licenses, services and/or deliverables (collectively, "Deliverables") in accordance with the applicable schedules, which outline the Deliverables hereunder ("Schedule"); and attached hereto and incorporated herein by this reference. If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Deliverables shall be added by an addendum signed by both parties.

**2.0 Term & Termination.**

**2.1 Term.** This Agreement shall be for a term beginning as of **October 1, 2018** and, unless sooner terminated as provided herein, will expire on August 30, 2020 ("Initial Term") and may upon the approval of both parties, in writing in the form of an amendment to this Agreement, be renewable for one (1) additional two (2) year periods, and if needed one hundred eighty days (180) beyond the expiration date of the renewal period. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

**2.2 Termination.** If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then the College Board shall have the right to terminate this Agreement immediately.

**2.2.1 Rights After Termination.** If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Deliverables under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable Deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

**2.2.2 Partial Payment Upon Termination.** Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

**2.2.3 Availability of Deliverables.** In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

**3.0 Fees and Payment.** Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2018-2019 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

**4.0 Taxes.** Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is

exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

## **5.0 Representations and Warranties.**

**5.1 Authority.** Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

**5.2 College Board Services Warranty.** The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

**5.3 College Board Disclaimer of Implied Warranties.** EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

**6.0 Limitation of Liability.** TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF SBBC AND ITS BOARD MEMBERS, EMPLOYEES, AGENTS AND THE SBBC'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO COLLEGE BOARD AND ANYONE CLAIMING BY, THROUGH OR UNDER COLLEGE BOARD, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY SBBC PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT, SHALL NOT EXCEED THE LIMITS REFERENCED IN SECTION 768.28, FLORIDA STATUTES.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

**7.0 Indemnification.** Notwithstanding any other provision of this Agreement, up to the limits of Section 768.28, Florida Statutes, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

**8.0 Ownership of Intellectual Property.** Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof,

all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

## 9.0 Miscellaneous.

**9.1 Cooperation.** Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

**9.2 Force Majeure.** No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

**9.3 Governing Law and Choice of Forum.** This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of Florida without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall exclusively be determined by a court of competent jurisdiction in Broward County, State of Florida (or the Southern District of Florida), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

**9.4 Notices.** All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:	With a copy to	To Client:	To Client:
K-12 Contract Management	Legal Department	Robert Runcie Superintendent	Richard Baum Director, Student Assessment & Research
The College Board	The College Board	The School Board of Broward County, Florida	The School Board of Broward County, Florida
250 Vesey Street	250 Vesey Street	600 S.E. Third Avenue	600 S.E. Third Avenue
New York, NY 10281	New York, NY 10281	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301
Tel: (212) 713-8000	Tel: (212) 713-8000	Tel: (754) 321-2600	Tel: (754) 321-2518
Contractsmanagement@collegeboard.org	Legalnotice@collegeboard.org		

**9.5 Publicity.** Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

**9.6 Relationship of the Parties.** The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

If the Client is using federal funds to pay for all or a portion of the Services and Deliverables furnished by the College Board under this Agreement, Client acknowledges and agrees that the College Board shall not be categorized as a "subrecipient" receiving a federal award as defined by OMB Circular Subpart A.210(c) of Circular No. A-133. The College Board shall be defined as a "vendor" that provides good and services within normal business operations, provides similar goods or services to other purchasers and operates in a competitive environment. Client acknowledges and agrees that the substance of the relationship with the College Board is that of a vendor not a subrecipient.

**9.7 Third-Party Rights.** Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

**9.8 Survival.** It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

**9.9 Amendment; Waiver.** Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

**9.10 Severability.** The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

**9.11 Order of Precedence.** In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Deliverables if Client fails to issue the Client Purchase Order for such Deliverable, as applicable, prior to the scheduled delivery date for such Deliverable.

**9.12 Headings.** Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

**9.13 Integration, Execution and Delivery.** The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart

of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.

**9.14 Equal Opportunity Provision.** The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

**9.15 No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

**9.16 Excess Funds.** Any party receiving funds paid by SBBC under this Agreement agrees to promptly notify Client of any funds erroneously received from Client upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to Client.

**9.17 Public Records.** Any party contracting with CLIENT is required to (a) keep and maintain available for public inspection any records that pertain to services rendered under this Agreement; (b) provide the public with access to public records on the same terms and conditions that CLIENT would provide such records and at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes or as otherwise provided by law; (c) ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meet all requirements for retaining public records and transfer, at no cost to CLIENT, all public records in that party's possession upon termination of its Agreement with CLIENT and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All of such party's records stored electronically must be provided to CLIENT in a format that is compatible with CLIENT's information technology systems. Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law. Each party acknowledges that this Agreement and all attachments thereto are public records and do not constitute trade secrets.

**9.18 Disclosure of Education Records by Client to College Board.**

(a) Client's education records shall be disclosed to College Board for purposes stated below:

1. To register students for the SAT (Bulk Registration).
2. To deliver reports to Client after the SAT.

(b) Client will provide College Board with the following education records:

1. School AI Code
2. First and Last Name
3. Date of Birth
4. Sex
5. Grade Level
6. Mailing Address
7. School ID

(c) 1. For the Bulk Registration process, College Board is considered a "school official." Client may disclose education records to College Board without the prior written consent of parents or students age 18 or over, pursuant to the Family Educational Rights and Privacy Act (FERPA), 34 CFR Part 99.31(a)(1)(B).

2. For College Board to deliver reports to the Client after the SAT. Client may disclose education records without the prior written consent of parents or students age 18 or over pursuant to the FERPA "studies" exception to consent, 34 CFR Part 99.3 (a)(6). See Section 9.19, Studies Conducted for Client, for additional requirements.



- (d) Client acknowledges that the College Board shall use the data it receives from students on the answer sheets in connection with the assessments and derived from the assessments under this Agreement in accordance with Exhibit A, attached hereto and incorporated by this reference. Client further acknowledges that data College Board has received from students in connection with other assessments which are not part of this Agreement or which has otherwise been provided directly to the College Board outside of this Agreement is not subject to the terms and conditions of this Agreement.

**9.19 College Board Confidentiality of Education Records.**

(a) Notwithstanding any provision to the contrary within this Agreement, College Board shall:

- 1) fully comply with the requirements of Sections 1002.22, 1002.221, and 1002.222, Florida Statutes; the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g (FERPA) and its implementing regulations (34 C.F.R. Part 99), and any other state or federal law or regulation regarding the confidentiality of student information and records;
- 2) hold any education records in strict confidence and not use or redisclose same except as required by this Agreement or as required or permitted by law unless the parent of each student or a student age 18 or older whose education records are to be shared provides prior written consent for their release;
- 3) ensure that, at all times, all of its employees who have access to any education records during the term of their employment shall abide strictly by its obligations under this Agreement, and that access to education records is limited only to its employees that require the information to carry out the responsibilities under this Agreement and shall provide said list of employees to SBBC upon request;
- 4) safeguard each education record through administrative, physical and technological safety standards to ensure that adequate controls are in place to protect the education records and information in accordance with FERPA's privacy requirements;
- 5) utilize the education records solely for the purposes of providing products and services as contemplated under this Agreement; and shall not share, publish, sell, distribute, target advertise, or display education records to any third party;
- 6) notify SBBC immediately upon discovery of a breach of confidentiality of education records by telephone at 754-321-0300 (Manager, Information Security), and 754-321-1900 (Privacy Officer), and email at [privacy@browardschools.com](mailto:privacy@browardschools.com), and take all necessary notification steps as may be required by federal and Florida law, including, but not limited to, those required by Section 501.171, Florida Statutes;
- 7) fully cooperate with appropriate SBBC staff, including Privacy Officer and/or Information Technology staff to resolve any privacy investigations and concerns in a timely manner;
- 8) prepare and distribute, at its own cost, any and all required breach notifications, under federal and Florida Law, or reimburse SBBC any direct costs incurred by SBBC for doing so, including, but not limited to, those required by Section 501.171, Florida Statutes;
- 9) be responsible for any fines or penalties for failure to meet breach notice requirements pursuant to federal and/or Florida law;
- 10) provide SBBC with the name and contact information of its employee who shall serve as SBBC's primary security contact and shall be available to assist SBBC in resolving obligations associated with a security breach of confidentiality of education records; and

11) securely erase education records from any media once any media equipment is no longer in use or is to be disposed; secure erasure will be deemed the deletion of the education records using a single pass overwrite Secure Erase (Windows) or Wipe (Unix).

(b) All education records shall remain the property of SBBC, and any party contracting with SBBC serves solely as custodian of such information pursuant to this Agreement and claims no ownership or property rights thereto and, upon termination of this Agreement shall, at SBBC's request, return to SBBC or dispose of the education records in compliance with the applicable Florida Retention Schedules and provide SBBC with a written acknowledgment of said disposition.

(c) In accordance with the provisions of this Agreement, College Board shall, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBBC and its officers and employees for any violation of this section, including, without limitation, defending SBBC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBBC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBBC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. This section shall survive the termination of all performance required or conclusion of all obligations existing under this Agreement.

#### **9.20 Studies Conducted for Client.**

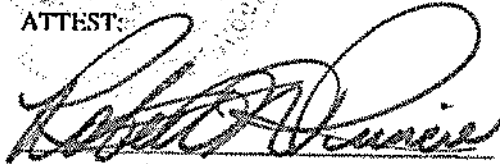
Under the terms of this Agreement, College Board will be conducting studies for, or on behalf of SBBC, to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. The purposes and scope of the study/studies are described as follows: to assist school staff understanding of instructional needs of students to improve student performance.

SBBC may disclose personally identifiable information from an education record of a student to College Board in order for it to conduct said study. The type of personally identifiable student information to be disclosed by SBBC to College Board is described as follows: student demographic information. College Board shall conduct the study in a manner that does not permit personal identification of parents and students by individuals other than the representatives of College Board that have legitimate interests in the information. The study shall commence on October 10, 2018 and conclude on September 2, 2019. College Board agrees that it shall destroy or return any disclosed information to SBBC when no longer needed for the purposes for which the study is to be conducted. College Board acknowledges and agrees that it may use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in this Agreement. College Board shall submit all educational research to SBBC's Institutional Review Board ("IRB") for review and prior approval. College Board shall comply with all of the requirements of the IRB.

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(Corporate Seal)

ATTEST:

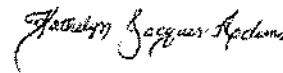


Robert W. Runcie, Superintendent of Schools

The School Board of Broward County, Florida

By   
for Nora Rupert, Chair

Approved as to Form and Legal Content:

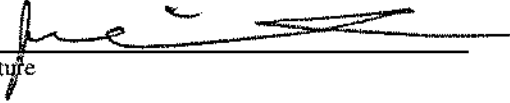


Digitally signed by Kathelyn Jacques-Adams,  
Esq. - kathelyn.jacques-  
adams@gbrowardschools.com  
Reason: College Entrance Examination Board  
- Contract # CB-00022599 (2)  
Date: 2018.09.21 13:30:52 -04'00'

Office of the General Counsel

[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]

COLLEGE ENTRANCE EXAMINATION  
BOARD

  
Signature

Jeremy Singer  
Name

Chief Operating Officer  
Title

9/21/18  
Date

[THIS SPACE INTENTIONALLY LEFT BLANK; SCHEDULES AND EXHIBIT A FOLLOW]

**PSAT 8/9 ASSESSMENT  
EARLY PARTICIPATION PROGRAM  
FIXED FEE SCHEDULE**

**I. BACKGROUND**

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. The College Board supports this initiative by providing Clients with access to additional savings when Clients pay to engage at least one entire grade of students in taking the PSAT 8/9 exam, as indicated on the budget schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to the Client provides greater access for students to the PSAT 8/9 assessment and provides students early entry on the road to college.

**II. DELIVERABLES**

The College Board shall furnish the following PSAT 8/9 deliverables and reports to the schools designated by the Client in Section IV (List of Participating Schools).

**1. School and Student Deliverables:**

- a. PSAT 8/9 test materials (test booklets)
- b. Student Paper Score Report (one copy sent to school)
- c. Student Online Score Report, delivered via the College Board website
- d. Access to Official SAT Practice on Khan Academy; students 13 and older can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
- e. School online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website. In order for the Participating Schools to receive all reports on the data portal, answer sheets must be returned as soon as possible after testing.
- f. School online access to AP Potential™ for students in 9<sup>th</sup> grade.
- g. Educator Guide to the PSAT/NMSQT, PSAT 10 and PSAT 8/9 (one copy sent to each school)
- h. PSAT 8/9 Coordinator Manual (copies sent to schools based on their test book order; one per 25 tests ordered)

**2. Client Deliverables:**

- a. Client online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
- b. Client online access to AP Potential

**3. Required Information.** The Client shall furnish the College Board with: (i) a list of participating schools as prescribed in Section IV (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation for Service and Deliverables); and (iii) the Client's contacts as prescribed in Section VI (Client Contact Information). The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation for Service and Deliverables). Changes to the list of participating schools must be made no later than **one month prior to Client's selected administration date**. Schools without a valid six-digit College Board school code should apply for their school code at least six weeks before they plan to order test books.

In the event that: (i) any of the Client's schools are omitted from the List of Participating Schools or listed without valid school codes, then such schools shall not be covered under this Agreement (ii) students in Participating Schools who incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under Section II (Deliverables), and (iii) if school(s) do not timely obtain a six-digit College Board school code, then client shall be reimbursed for each student associated with that school(s).

**III. PSAT 8/9 TERMS AND CONDITIONS**

**1. Ownership of Intellectual Property.** The College Board is the exclusive owner of all rights in and to the PSAT 8/9 assessment, exam booklets, all individual test items (questions) and all data collected therefrom, including but not limited to student scores derived from the exam, and collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of the publications and reports described in Section I, including all copyrights, trademarks, trade secrets,

patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Client acknowledges and agrees that, nothing in this Agreement shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client.

2. **PSAT 8/9 Student Reports.** The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. The Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.

3. **Confidentiality.** All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ("Confidential Information"), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.

4. **PSAT 8/9 Test Booklets.** The College Board hereby grants to Client during the Term of this Agreement a limited, non-exclusive, non-transferable, non-assignable, revocable license to use the PSAT 8/9 Test Booklets for the sole purpose of administering the PSAT 8/9 assessment and reviewing the scores with students within the classroom of a Participating School. Client shall destroy PSAT 8/9 Test Booklets upon termination of this Agreement.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying or distributing in any form, or reproducing the PSAT 8/9 test booklets in whole or in part, without the prior written consent of the College Board. Client does not gain any ownership interest in the PSAT 8/9 test booklets.

5. **PSAT 8/9 Assessment Administration.** If Client wishes to administer the test twice to the same Participating Grade, Client should select its first testing date between September 2018 and March 2019, and its second testing date in April 2019. The Client has agreed to administer the PSAT 8/9 to the Participating Grade(s) during the testing period(s) noted in the List of Participating Schools table below.

Client shall comply with the published security and administration guidelines set forth in the PSAT 8/9 Coordinator Manual and Educator Guide to the PSAT/NMSQT, PSAT 10, and PSAT 8/9.

#### IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	PARTICIPATING GRADE(S)	TESTING PERIOD(S)
Broward County Public Schools	Annabel C Perry Elementary K-8	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Apollo Middle School	109473	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Atlantic Technical High School	100324	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Attucks Middle School	109482	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Bair Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Beachside Montessori Village	109206	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Blanche Ely High School	101430	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Boyd H Anderson High School	100479	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Broward Virtual School	100603	9	Sep 24, 2018 - Jan 25, 2019

Broward County Public Schools	Broward Youth Treatment Center	102692	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Charles W Flanagan High School	101424	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Coconut Creek High School	101433	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Cooper City High School	100286	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Coral Glades High School	100332	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Coral Springs High School	100299	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Coral Springs Middle School	109505	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Coral Springs Pre K-8	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Cross Creek School	100849	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Crystal Lake Middle School	109484	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Cypress Bay High School	101842	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Cypress Run Education Center	101874	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Deerfield Beach High School	100380	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Deerfield Beach Middle School	109510	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Dillard High School	100480	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Driftwood Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Everglades High School	101807	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Falcon Cove Middle School	109214	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Forest Glen Middle School	109481	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Fort Lauderdale High School	100490	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Glades Middle School	109479	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Gulf Stream Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Hallandale High School	100636	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Henry D Perry Education Center	100638	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Hollywood Hills High School	100478	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Indian Ridge Middle School	109348	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	J P Taravella High School	100301	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	James S Rickards Middle School	109486	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Lanier-James Education Center	100642	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Lauderdale Lakes Middle School	109154	9	Sep 24, 2018 - Jan 25, 2019

Broward County Public Schools	Lauderhill 6-12	102634	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Lyons Creek Middle School	109522	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Margate Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Marjory Stoneman Douglas High School	101348	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	McArthur High School	101817	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Mcnicol Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Millennium 6-12 Collegiate Academy	102575	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Miramar High School	101172	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Monarch High School	100328	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	New Renaissance Middle School	109210	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	New River Middle School	109508	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	North Lauderdale Pre K-8	109491	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Northeast High School	100494	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Nova High School	100496	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Nova Middle School	109516	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Olsen Middle School	109502	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	PACE Center for Girls - Broward County	102687	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Parkway Middle School	109483	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Pines Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Pioneer Middle School	109503	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Piper High School	101646	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Plantation High School	100497	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Plantation Middle School	109513	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Pompano Beach Institute of International Studies	101550	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Pompano Beach Middle School	109487	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Pompano Youth Treatment Center	102693	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Ramblewood Middle School	109504	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Sawgrass Springs Middle School	109467	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Seminole Middle School	109507	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Sheridan Technical High School	102601	9	Sep 24, 2018 - Jan 25, 2019



Broward County Public Schools	Silver Lakes Middle School	109519	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Silver Trail Middle School	109209	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	South Broward High School	100690	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	South Plantation High School	101413	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Stranahan High School	100498	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Sunrise Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Tequesta Trace Middle School	109283	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Walter C Young Middle School	109208	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	West Broward High School	102181	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Western High School	100476	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Westglades Middle School	Pending	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	Westpine Middle School	109509	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	William Dandy Middle School	109489	9	Sep 24, 2018 - Jan 25, 2019
Broward County Public Schools	William T McFatter Technical High School	100344	9	Sep 24, 2018 - Jan 25, 2019

## V. FEE CALCULATION FOR SERVICE AND DELIVERABLES

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), the official Free and Reduced Price Lunch Program (FRPL) percentage of the Client, and the product(s) purchased by the Client. The Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their schools<sup>1</sup> to participate under this Agreement. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to PSAT 8/9, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics. For purposes of Suite pricing under this Schedule, the PSAT/NMSQT and PSAT 10 are considered one assessment.

Free and Reduced Price Lunch (FRPL) Percentage	PSAT 8/9 and two other Suite assessments	PSAT 8/9 and one other Suite assessment <u>OR</u> PSAT 8/9 and more than one grade tested
≥ 0% and <50%	\$8.00	\$8.50
≥ 50% and < 75%	\$7.00	\$8.00
≥ 75%	\$6.00	\$7.00

Client will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT 8/9 assessment. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

<sup>1</sup> The College Board acknowledges that certain schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the Client, and schools primarily possessing students not enrolled to obtain a standard high school diploma.

2. **Changes to Enrollment.** If the Client determines, after signing this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (up or down), the Client must promptly provide the College Board with the adjusted enrollment figures, and identify how and where the College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to [AssessmentsProgram@collegeboard.org](mailto:AssessmentsProgram@collegeboard.org) or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 31, 2018**.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of \$11.00 per student.

3. **Restrictions.** No student participating under this Agreement will be assessed an individual fee for taking the PSAT 8/9 assessment.

## VI. CLIENT CONTACT INFORMATION

	Primary <sup>1</sup>	Data Recipient <sup>2</sup>	Billing <sup>3</sup>	Bulk Registration (optional) <sup>4</sup>
Name:	Richard Baum	Richard Baum	Richard Baum	Richard Baum
Title:	Director of Assessment	Director of Assessment	Director of Assessment	Director of Assessment
Address:	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue
City/State/Zip:	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301
Phone:	(754)-321-4257	(754)-321-4257	(754)-321-4257	(754)-321-4257
Email:	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>

<sup>1</sup> This is the person to whom the College Board should direct primary communications.

<sup>2</sup> This is the person to whom The College Board should send the data/data access information for this Schedule, if different from the Primary Contact.

<sup>3</sup> This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>4</sup> This is the person to whom the College Board should send the bulk registration information and access code for uploading the electronic file for processing.

## SAT SCHOOL DAY PROGRAM FIXED FEE SCHEDULE

### I. BACKGROUND

The College Board will support the Client in administering the SAT exam during a school day. Under this Schedule, 'SAT' will be used to refer to both the SAT (without essay) and the SAT with Essay, as applicable. The scope of services encompasses a Client-sponsored SAT School Day administration and delivery of SAT data and reports through our online data portal (the 'Program'). The College Board supports this initiative by providing Clients with access to additional savings when Clients pay to administer the SAT to at least one entire grade of students ('Participating Grade'). Shifting this financial obligation from the student to the Client provides greater access for students to the SAT. Students who take the SAT exam in accordance with the provisions of this Schedule are herein referred to as 'Participants'.

### II. DELIVERABLES

The College Board shall furnish the following SAT School Day deliverables and reports to the schools designated by the Client in Section IV (List of 'Participating Schools').

1. **School and Student Deliverables:**
  - a. SAT test materials (test booklets)
  - b. Student Online Score Report, delivered via the College Board website
  - c. Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
  - d. School online access to individual student score reports and aggregate score reports, and downloadable student data file.
  - e. Materials to support test administration (copies sent to schools)
2. **Client Deliverables:**
  - a. Client online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
3. **Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through the College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. The Client may purchase these products and services separately.

4. **Providing Accommodations to Participants with Disabilities.** Accommodations for Participants with disabilities will be granted and administered according to the College Board's standard eligibility and administration procedures. Participants must apply for accommodations under the College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at [collegeboard.org/SSD](http://collegeboard.org/SSD). Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by the College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ("SSD Coordinator") is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator Form' (used to establish an SSD Coordinator) is available at the above-referenced websites. Participants with accommodations previously approved by the College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.
5. **Required Information.** The Client shall furnish the College Board with: (i) a list of participating schools as prescribed in Section IV (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation for Service and Deliverables); and (iii) the Client's contacts as prescribed in Section VI (Client Contact Information). The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation for Service and Deliverables).

Changes to the list of participating schools must be submitted by the deadline as noted below.

Administration Date	Deadline to submit changes
March 6, 2019	February 1, 2019

In the event that any of the Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets, will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

6. **Training of Designated Personnel at the Participating Schools.** The College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as SAT School Day Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The required training and/or instructional materials will be made available by the College Board to the Client and **must be completed two weeks before the test administration date.**

Designated SAT School Day Coordinators are required to adhere to all of the College Board's procedures, policies, and protocols related to test administration as specified in the SAT School Day Coordinator training and instructional materials, and may be required to complete SAT School Day staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any participating school where any Designated Personnel fail to complete such training prior to the scheduled test administration.

7. **SAT Student Guide distribution to Students.** Client shall ensure that copies of the SAT Student Guide are distributed to all Students at **least one week before test administration date.**
8. **SAT School Day Customer Service for Educators:**  
The College Board will provide the Client with telephone customer service support for educators. Specifically the College Board will provide:
  - Step-by-step assistance with College Board online tools (SSD System)
  - Assistance with completing required forms (AI Request Form)
  - Assistance with obtaining additional materials (Publications)
  - Feedback mechanism for counselors

Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address: <http://sat.collegeboard.org/contact>.

### III. SAT SCHOOL DAY TERMS AND CONDITIONS

#### SAT Program

1. **SAT Ownership.** The Client agrees and acknowledges that the SAT exam, SAT with Essay exam, and all items (questions) contained therein, including all copies thereof, all examination materials and all data, including but not limited to student scores derived from the exam, collected under this Agreement are at all times exclusively owned by the College Board, who is the exclusive owner of all rights therein, in and to the SAT examination including, without limitations, all copyrights, trademarks, trade secrets, patents and other similar proprietary rights, and all renewals and extensions thereof. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the SAT exam, and/or SAT with Essay exam, to the Client or that its normal security procedures will be altered in any way. SAT is a registered trademark of the College Board.

#### SAT Data License

2. **SAT Data and Reporting.** For the April 9, 2019 administration, SAT question content and answer explanations will be provided in the online system, for the Primary Test Date only.
  - 2.1 The College Board grants the School District a non-exclusive, limited and revocable license to use the questions and answers explanations for the sole purpose of classroom teaching and internal reporting purposes. School District understands and acknowledges that the questions and answers explanation includes College Board copyrighted content and may also include third party copyrighted content for which the School District may only use for the aforementioned purposes. School District acknowledge and agrees that it has no right to upload or post to any website, cache, reproduce, modify, display, edit, alter or enhance any portion of the document or the third party content in any manner unless it has express written permission from the College Board and the owner of any third party content.
  - 2.2 The College Board reserves the right to revoke the above license grant if the School District violates the terms of the license. In addition, the College Board shall not be liable to the School District nor any third party for School

District's use of the question and answers explanation (including but not limited to, any copyright infringement claims) beyond the scope of the license.

- 2.3 College Board Data shall be used only to enable the Client to incorporate College Board Data into its analysis and educational data warehouse systems to improve college readiness.

**3. The College Board License Grant and Terms of Use:**

- 3.1 The Client shall not use the College Board Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than that granted herein, any College Board Data or any derivative works containing College Board Data without prior written consent of the College Board.

- 3.2 The Client acknowledges the sensitive and confidential nature of the College Board Data and it agrees that access to College Board Data will be given only to those employees who agree to be bound by the terms of this Data License Agreement.

**4. Ownership of the Data:**

- 4.1 The College Board Data are, and at all times will remain, the sole property of the College Board. The College Board retains all right, title and interest in and to the College Board Data, and all copies thereof (including, without limitation, all copyrights, trade secrets, trademarks, patents and other similar proprietary rights therein).

- 4.2 The Client shall not reveal or release the College Board Data or transfer or assign any rights hereunder, in whole or in part, whether voluntary or by operation of law, without the prior written consent of the College Board.

**5. Client License Grant and Terms of Use:**

- 5.1 The College Board shall not use the Client Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than granted herein, any Client Data or any derivative works containing Client Data without prior written consent of the Client.

- 5.2 The College Board acknowledges the sensitive and confidential nature of the Client Data and it agrees that access to the Client Data will be given only to those employees, who agree to be bound by the terms of this Data License Agreement.

**SAT Administration**

6. **SAT Test Dates and Participating Grade.** The Client has agreed to administer the SAT to the following Participating Grade(s) on the Primary and Makeup Test Dates noted below:

Participating Grade(s)	Primary Test Date	Makeup Test Date
11	March 06, 2019	April 09, 2019

Participants who are absent from the Primary Test Date are eligible to take the test on the Makeup Test Date mentioned above. Client acknowledges that there are no designated or national administration makeup test dates associated with the April 23, 2019 Primary Test Date.

7. **Administering the SAT.** The SAT will be administered under standard College Board test administration and security protocols as specified in the SAT School Day Test Coordinator Manual and SAT School Day Test Coordinator training and instructional materials, unless otherwise stated in this Schedule, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. The Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the SAT School Day Coordinator training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by the College Board. All Participants must test on either the designated test day or, when available, designated makeup test day. This Agreement does not guarantee that all Students targeted by Client for the Program will actually test. It is the responsibility of the Client to encourage Participants to complete the Program. Participants will follow the guidelines on the SAT website and in student materials sent by the SAT Program.

**IV. LIST OF PARTICIPATING SCHOOLS**

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	ADMINISTRATION
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Broward County Public Schools	AMIKids - Greater Fort Lauderdale	102413	SAT School Day: March 6, 2019
Broward County Public Schools	Atlantic Technical High School	100324	SAT School Day: March 6, 2019
Broward County Public Schools	Blanche Ely High School	101430	SAT School Day: March 6, 2019
Broward County Public Schools	Boyd H Anderson High School	100479	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Regional Detention Center	100409	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Virtual School	100603	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Youth Treatment Center	102692	SAT School Day: March 6, 2019
Broward County Public Schools	Charles W Flanagan High School	101424	SAT School Day: March 6, 2019
Broward County Public Schools	Coconut Creek High School	101433	SAT School Day: March 6, 2019
Broward County Public Schools	College Academy at Broward Community College	100343	SAT School Day: March 6, 2019
Broward County Public Schools	Cooper City High School	100286	SAT School Day: March 6, 2019
Broward County Public Schools	Coral Glades High School	100332	SAT School Day: March 6, 2019
Broward County Public Schools	Coral Springs High School	100299	SAT School Day: March 6, 2019
Broward County Public Schools	Cypress Bay High School	101842	SAT School Day: March 6, 2019
Broward County Public Schools	Cypress Run Education Center	101874	SAT School Day: March 6, 2019
Broward County Public Schools	Dave Thomas Education Center West	101427	SAT School Day: March 6, 2019
Broward County Public Schools	Deerfield Beach High School	100380	SAT School Day: March 6, 2019
Broward County Public Schools	Dillard High School	100480	SAT School Day: March 6, 2019
Broward County Public Schools	Everglades High School	101807	SAT School Day: March 6, 2019
Broward County Public Schools	Fort Lauderdale High School	100490	SAT School Day: March 6, 2019
Broward County Public Schools	Hallandale High School	100636	SAT School Day: March 6, 2019
Broward County Public Schools	Henry D Perry Education Center	100638	SAT School Day: March 6, 2019
Broward County Public Schools	Hollywood Hills High School	100478	SAT School Day: March 6, 2019
Broward County Public Schools	J P Taravella High School	100301	SAT School Day: March 6, 2019
Broward County Public Schools	Lanier-James Education Center	100642	SAT School Day: March 6, 2019
Broward County Public Schools	Lauderhill 6-12	102634	SAT School Day: March 6, 2019
Broward County Public Schools	Marjory Stoneman Douglas High School	101348	SAT School Day: March 6, 2019
Broward County Public Schools	McArthur High School	101817	SAT School Day: March 6, 2019
Broward County Public Schools	Miramar High School	101172	SAT School Day: March 6, 2019
Broward County Public Schools	Monarch High School	100328	SAT School Day: March 6, 2019

Broward County Public Schools	Northeast High School	100494	SAT School Day: March 6, 2019
Broward County Public Schools	Nova High School	100496	SAT School Day: March 6, 2019
Broward County Public Schools	PACE Center for Girls - Broward County	102687	SAT School Day: March 6, 2019
Broward County Public Schools	Piper High School	101646	SAT School Day: March 6, 2019
Broward County Public Schools	Plantation High School	100497	SAT School Day: March 6, 2019
Broward County Public Schools	Pompano Beach Institute of International Studies	101550	SAT School Day: March 6, 2019
Broward County Public Schools	Pompano Youth Treatment Center	102693	SAT School Day: March 6, 2019
Broward County Public Schools	Seagull Alternative High School	100503	SAT School Day: March 6, 2019
Broward County Public Schools	Sheridan Technical High School	102601	SAT School Day: March 6, 2019
Broward County Public Schools	South Broward High School	100690	SAT School Day: March 6, 2019
Broward County Public Schools	South Plantation High School	101413	SAT School Day: March 6, 2019
Broward County Public Schools	Stranahan High School	100498	SAT School Day: March 6, 2019
Broward County Public Schools	West Broward High School	102181	SAT School Day: March 6, 2019
Broward County Public Schools	Western High School	100476	SAT School Day: March 6, 2019
Broward County Public Schools	Whiddon-Rogers Education Center	100482	SAT School Day: March 6, 2019
Broward County Public Schools	Whispering Pines School	101490	SAT School Day: March 6, 2019
Broward County Public Schools	William T McFatter Technical High School	100344	SAT School Day: March 6, 2019

## V. FEE CALCULATION FOR SERVICES AND DELIVERABLES

- Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grade(s) as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), and the official Free and Reduced Price Lunch (FRPL) percentage of the Client. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client (under separate agreements), or if multiple grades are being tested under this Schedule, the fee calculation for testing under this Schedule represents a greater discount. Please see the table below for specifics. For purposes of Suite pricing under this Schedule, the PSAT/NMSQT and PSAT 10 are considered one assessment.

Free and Reduced Price Lunch (FRPL) Percentage	SAT and two other Suite assessments		SAT and one other Suite assessment OR SAT and more than one grade tested	
	SAT With Essay	SAT Without Essay	SAT With Essay	SAT Without Essay
≥0% and <50%	\$42.00	\$31.00	\$45.50	\$34.00
≥50% and <75%	\$38.00	\$28.00	\$43.50	\$33.00
≥75%	\$34.00	\$25.00	\$41.50	\$31.00

Client will be charged a fixed fee based on enrollment, regardless of how many students actually take the SAT. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust enrollment as follows:

Administration Date	Deadline to submit updated enrollment
March 6, 2019	February 1, 2019

2. **Changes to Enrollment.** If the Client determines, after signing this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (higher or lower), the Client must promptly provide the College Board with the adjusted enrollment figures, and identify how and where the College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to [AssessmentsProgram@collegeboard.org](mailto:AssessmentsProgram@collegeboard.org) or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281, as noted above.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the then-current rate per student as indicated on the College Board's website currently located at <https://collegereadiness.collegeboard.org/sat/register/>. The College Board will cooperate with the Client regarding the time to remit payment for such fees.

3. **Restrictions.** No Participant will be assessed an individual fee for testing under this Schedule if the Client has chosen SAT with Essay. If the Client has chosen SAT (without Essay) and its participating schools have opted in for student purchased essay, such fees will be billed directly to the schools. The Budget Schedule reflects the option the Client chose. SAT Subject Tests are not offered under this Agreement. Furthermore, there is no additional discount under this Schedule provided for Participants who are using fee reduction benefits.

## VI. CLIENT CONTACT INFORMATION

	Primary <sup>1</sup>	Data Recipient <sup>2</sup>	Billing <sup>3</sup>	Bulk Registration (optional) <sup>4</sup>
Name:	Richard Baum	Richard Baum	Richard Baum	Richard Baum
Title:	Director of Assessment	Director of Assessment	Director of Assessment	Director of Assessment
Address:	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue
City/State/Zip:	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301
Phone:	(754)-321-4257	(754)-321-4257	(754)-321-4257	(754)-321-4257
Email:	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>	<a href="mailto:richard.baum@browardschools.com">richard.baum@browardschools.com</a>

## SAT SCHOOL DAY PROGRAM CENTRAL BILL SCHEDULE

### I. BACKGROUND

The College Board will support the Client in administering the SAT exam during a school day. Under this Schedule, 'SAT' will be used to refer to both the SAT (without essay) and the SAT with Essay, as applicable. Under this schedule the financial obligation

<sup>1</sup> This is the person to whom the College Board should direct primary communications.

<sup>2</sup> This is the person to whom The College Board should send the data/data access information for this Schedule, if different from the Primary Contact.

<sup>3</sup> This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>4</sup> This is the person to whom the College Board should send the bulk registration information and access code for uploading the electronic file for processing.



is shifted from the Participating Schools to the Client which may result in greater access for students to the SAT. Students who take the SAT exam in accordance with the provisions of this Schedule are herein referred to as 'Participants'.

## II. DELIVERABLES

The College Board shall furnish the following SAT School Day deliverables and reports to the schools designated by the Client in Section IV (List of 'Participating Schools').

### 1. School and Student Deliverables:

- a) SAT test materials (test booklets)
- b) Student Online Score Report, delivered via the College Board website
- c) Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
- d) School online access to individual student score reports and aggregate score reports, and downloadable student data file.
- e) Materials to support test administration (copies sent to schools)

### 2. Client Deliverables:

- a) Client online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.

### 3. Delivering SAT Practice Tools and Support.

In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through the College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. The Client may purchase these products and services separately.

### 4. Providing Accommodations to Participants with Disabilities.

Accommodations for Participants with disabilities will be granted and administered according to the College Board's standard eligibility and administration procedures. Participants must apply for accommodations under the College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at [collegeboard.org/SSD](http://collegeboard.org/SSD). Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by the College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ('SSD Coordinator') is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator Form' (used to establish an SSD Coordinator) is available at the above-referenced websites. Participants with accommodations previously approved by the College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

### 5. Required Information.

The Client shall furnish the College Board with: (i) a list of participating schools as prescribed in Section IV (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation for Service and Deliverables); and (iii) the Client's contacts as prescribed in Section VI (Client Contact Information).

Changes to the list of participating schools must be submitted by the deadline as noted below. Schools without a valid six-digit College Board school code should apply for their school code at least six weeks prior to the order deadline for their Primary Test Date for SAT School Day..

Administration Date	Deadline to submit changes
March 6, 2019	February 1, 2019

In the event that any of the Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets, will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

6. **Training of Designated Personnel at the Participating Schools.** The College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as SAT School Day Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The required training and/or instructional materials will be made available by the College Board to the Client and **must be completed two weeks before the test administration date.**

Designated SAT School Day Coordinators are required to adhere to all of the College Board's procedures, policies, and protocols related to test administration as specified in the SAT School Day Coordinator training and instructional materials, and may be required to complete SAT School Day staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any participating school where any Designated Personnel fail to complete such training prior to the scheduled test administration.

7. **SAT Student Guide distribution to Students.** Client shall ensure that copies of the SAT Student Guide are distributed to all Students at least one week before test administration date.

8. **SAT School Day Customer Service for Educators:**

The College Board will provide the Client with telephone customer service support for educators. Specifically the College Board will provide:

- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address: <http://sat.collegeboard.org/contact>.

### III. SAT SCHOOL DAY TERMS AND CONDITIONS

#### SAT Program

1. **SAT Ownership.** The Client agrees and acknowledges that the SAT exam, SAT with Essay exam, and all items (questions) contained therein, including all copies thereof, all examination materials and all data, including but not limited to student scores derived from the exam, collected under this Agreement are at all times exclusively owned by the College Board, who is the exclusive owner of all rights therein, in and to the SAT examination including, without limitations, all copyrights, trademarks, trade secrets, patents and other similar proprietary rights, and all renewals and extensions thereof. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the SAT exam, and/or SAT with Essay exam, to the Client or that its normal security procedures will be altered in any way. SAT is a registered trademark of the College Board.

#### SAT Data License

2. **SAT Data and Reporting.** For the April 9, 2019 administration, SAT question content and answer explanations will be provided in the online system, for the Primary Test Date only.

- 2.1 The College Board grants the School District a non-exclusive, limited and revocable license to use the questions and answers explanations for the sole purpose of classroom teaching and internal reporting purposes. School District understands and acknowledges that the questions and answers explanation includes College Board copyrighted content and may also include third party copyrighted content for which the School District may only use for the aforementioned purposes. School District acknowledge and agrees that it has no right to upload or post to any website, cache, reproduce, modify, display, edit, alter or enhance any portion of the document or the third party content in any manner unless it has express written permission from the College Board and the owner of any third party content.

- 2.2 The College Board reserves the right to revoke the above license grant if the School District violates the terms of the license. In addition, the College Board shall not be liable to the School District nor any third party for School District's use of the question and answers explanation (including but not limited to, any copyright infringement claims) beyond the scope of the license.

- 2.3 College Board Data shall be used only to enable the Client to incorporate College Board Data into its analysis and educational data warehouse systems to improve college readiness.

3. **The College Board License Grant and Terms of Use:**

- 3.1 The Client shall not use the College Board Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than that granted herein, any College Board Data or any derivative works containing College Board Data without prior written consent of the College Board.
- 3.2 The Client acknowledges the sensitive and confidential nature of the College Board Data and it agrees that access to College Board Data will be given only to those employees who agree to be bound by the terms of this Data License Agreement.
4. **Ownership of the Data:**
  - 4.1 The College Board Data are, and at all times will remain, the sole property of the College Board. The College Board retains all right, title and interest in and to the College Board Data, and all copies thereof (including, without limitation, all copyrights, trade secrets, trademarks, patents and other similar proprietary rights therein).
  - 4.2 The Client shall not reveal or release the College Board Data or transfer or assign any rights hereunder, in whole or in part, whether voluntary or by operation of law, without the prior written consent of the College Board.
5. **Client License Grant and Terms of Use:**
  - 5.1 The College Board shall not use the Client Data for any other purpose except as granted in this Data License Agreement, nor shall they publish, for any purpose other than granted herein, any Client Data or any derivative works containing Client Data without prior written consent of the Client.
  - 5.2 The College Board acknowledges the sensitive and confidential nature of the Client Data and it agrees that access to the Client Data will be given only to those employees, who agree to be bound by the terms of this Data License Agreement.

#### SAT Administration

6. **SAT Test Dates and Participating Grade.** The Client has agreed to pay for all related costs to administer the SAT to the following Participating Grade(s) noted below on the Primary and Makeup Test Dates for all Participants:

Participating Grade(s)	Primary Test Date	Makeup Test Date
12 <sup>th</sup>	3/6/2019	4/9/2019

Participants who are absent from the Primary Test Date are eligible to take the test on the Makeup Test Date mentioned above. Client acknowledges that there are no designated or national administration makeup test dates associated with the April 23, 2019 Primary Test Date.

7. **Administering the SAT.** The SAT will be administered under standard College Board test administration and security protocols as specified in the SAT School Day Test Coordinator Manual and SAT School Day Test Coordinator training and instructional materials, unless otherwise stated in this Schedule, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. The Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the SAT School Day Coordinator training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by the College Board. All Participants must test on either the designated test day or, when available, designated makeup test day. Participants will follow the guidelines on the SAT website and in student materials sent by the SAT Program.

## IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	ADMINISTRATION
Broward County Public Schools	AMIKids - Greater Fort Lauderdale	102413	SAT School Day: March 6, 2019
Broward County Public Schools	Atlantic Technical High School	100324	SAT School Day: March 6, 2019
Broward County Public Schools	Blanche Ely High School	101430	SAT School Day: March 6, 2019
Broward County Public Schools	Boyd H Anderson High School	100479	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Regional Detention Center	100409	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Virtual School	100603	SAT School Day: March 6, 2019
Broward County Public Schools	Broward Youth Treatment Center	102692	SAT School Day: March 6, 2019
Broward County Public Schools	Charles W Flanagan High School	101424	SAT School Day: March 6, 2019
Broward County Public Schools	Coconut Creek High School	101433	SAT School Day: March 6, 2019
Broward County Public Schools	College Academy at Broward Community College	100343	SAT School Day: March 6, 2019
Broward County Public Schools	Cooper City High School	100286	SAT School Day: March 6, 2019
Broward County Public Schools	Coral Glades High School	100332	SAT School Day: March 6, 2019
Broward County Public Schools	Coral Springs High School	100299	SAT School Day: March 6, 2019
Broward County Public Schools	Cypress Bay High School	101842	SAT School Day: March 6, 2019
Broward County Public Schools	Cypress Run Education Center	101874	SAT School Day: March 6, 2019
Broward County Public Schools	Dave Thomas Education Center West	101427	SAT School Day: March 6, 2019
Broward County Public Schools	Deerfield Beach High School	100380	SAT School Day: March 6, 2019
Broward County Public Schools	Dillard High School	100480	SAT School Day: March 6, 2019
Broward County Public Schools	Everglades High School	101807	SAT School Day: March 6, 2019
Broward County Public Schools	Fort Lauderdale High School	100490	SAT School Day: March 6, 2019
Broward County Public Schools	Hallandale High School	100636	SAT School Day: March 6, 2019
Broward County Public Schools	Henry D Perry Education Center	100638	SAT School Day: March 6, 2019
Broward County Public Schools	Hollywood Hills High School	100478	SAT School Day: March 6, 2019
Broward County Public Schools	J P Taravella High School	100301	SAT School Day: March 6, 2019
Broward County Public Schools	Lanier-James Education Center	100642	SAT School Day: March 6, 2019
Broward County Public Schools	Lauderhill 6-12	102634	SAT School Day: March 6, 2019
Broward County Public Schools	Marjory Stoneman Douglas High School	101348	SAT School Day: March 6, 2019
Broward County Public Schools	McArthur High School	101817	SAT School Day: March 6, 2019

Broward County Public Schools	Miramar High School	101172	SAT School Day: March 6, 2019
Broward County Public Schools	Monarch High School	100328	SAT School Day: March 6, 2019
Broward County Public Schools	Northeast High School	100494	SAT School Day: March 6, 2019
Broward County Public Schools	Nova High School	100496	SAT School Day: March 6, 2019
Broward County Public Schools	PACE Center for Girls - Broward County	102687	SAT School Day: March 6, 2019
Broward County Public Schools	Piper High School	101646	SAT School Day: March 6, 2019
Broward County Public Schools	Plantation High School	100497	SAT School Day: March 6, 2019
Broward County Public Schools	Pompano Beach Institute of International Studies	101550	SAT School Day: March 6, 2019
Broward County Public Schools	Pompano Youth Treatment Center	102693	SAT School Day: March 6, 2019
Broward County Public Schools	Seagull Alternative High School	100503	SAT School Day: March 6, 2019
Broward County Public Schools	Sheridan Technical High School	102601	SAT School Day: March 6, 2019
Broward County Public Schools	South Broward High School	100690	SAT School Day: March 6, 2019
Broward County Public Schools	South Plantation High School	101413	SAT School Day: March 6, 2019
Broward County Public Schools	Stranahan High School	100498	SAT School Day: March 6, 2019
Broward County Public Schools	West Broward High School	102181	SAT School Day: March 6, 2019
Broward County Public Schools	Western High School	100476	SAT School Day: March 6, 2019
Broward County Public Schools	Whiddon-Rogers Education Center	100482	SAT School Day: March 6, 2019
Broward County Public Schools	Whispering Pines School	101490	SAT School Day: March 6, 2019
Broward County Public Schools	William T McFatter Technical High School	100344	SAT School Day: March 6, 2019

## V. FEE CALCULATION FOR SERVICES AND DELIVERABLES

1. **Fees and Payment.** The Client agrees to pay the College Board \$64.50 for SAT with Essay or \$47.50 for SAT (without Essay) for each Participant tested under this Schedule who does not qualify for fee reduction benefits. The Client agrees to pay the College Board \$15 for SAT with Essay or \$8 for SAT (without Essay) for each Participant tested under this Schedule who qualifies for fee reduction benefits.

2. **Restrictions.** No Participant will be assessed an individual fee for testing under this Schedule if the Client has chosen SAT with Essay. If the Client has chosen SAT (without Essay) and its participating schools have opted in for student purchased essay, such fees will be billed directly to the schools. The Budget Schedule reflects the option the Client chose. SAT Subject Tests are not offered under this Agreement.

**VI. CLIENT CONTACT INFORMATION**

	Primary <sup>1</sup>	Data Recipient <sup>2</sup>	Billing <sup>3</sup>	Bulk Registration (optional) <sup>4</sup>
Name:	Richard Baum	Richard Baum	Richard Baum	Richard Baum
Title:	Director of Assessment	Director of Assessment	Director of Assessment	Director of Assessment
Address:	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue	600 Southeast 3rd Avenue
City/State/Zip:	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301	Fort Lauderdale, FL 33301
Phone:	(754)-321-4257	(754)-321-4257	(754)-321-4257	(754)-321-4257
Email:	richard.baum@browardschools.com	richard.baum@browardschools.com	richard.baum@browardschools.com	richard.baum@browardschools.com

<sup>1</sup> This is the person to whom the College Board should direct primary communications.

<sup>2</sup> This is the person to whom The College Board should send the data/data access information for this Schedule, if different from the Primary Contact.

<sup>3</sup> This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>4</sup> This is the person to whom the College Board should send the bulk registration information and access code for uploading the electronic file for processing.

## Exhibit A

Notwithstanding anything to the contrary contained in the Contract by and between the College Board and Client, Client acknowledges that students may desire to continue and further develop a direct relationship beyond the administration of SAT® examinations for the purposes of students' college and career readiness by utilizing the services available to students.

### 1. College Board's Use of Student Data

College Board may collect, retain, use, and share student's personally identifiable information ("PII") for the purposes outlined below. College Board does not collect, use, or share PII beyond the purposes set forth as follows:

a. College Board may collect information about students such as language background, courses taken, student search services, college major, parent's highest level of education, and questions to determine entry into scholarship programs. This information is used for College Board's Student Search Service and is not provided to a student's school or district in any form.

b. Sharing with institutions of higher education or scholarship providers that are seeking students who meet specific criteria, only if the student opts into participate in such programs. To the extent such affirmative written consent has been legally obtained, College Board may use PII for this purpose regardless of whether the institutions of higher education or scholarship providers provide payment or other consideration to College Board. Data for students who expressly consent to the program are licensed to Higher Education institutions, but do not include social security numbers (SSN), actual test scores (searchable by bands only), disability status, or phone numbers. As part of the explanation of the collection, use and sharing of PII that is given as part of the written consent process, College Board provides information explaining how the PII will be licensed.

### c. Students Sending Scores to Colleges, Scholarship Organizations, or Other Institutions:

(i) College and University Electronic Score Reports and Paper Score Reports: Students can select to send their scores to colleges, when they register for the SAT exam, when they take the test, or after they receive their scores. Through 'score choice,' students can choose which scores to send. Students can also elect to send their scores to scholarship organizations or other registered groups at their choosing.

(ii) SAT Trend Reports: College and universities can see reports containing only de-identified data on trends of students who send scores to their schools.

### d. Score Reporting to States, Schools and Districts:

(i) K12 Reporting Portal: An online, interactive portal for K12 institutions to view aggregate and student-level data for the students within their organizations, including administrations, graduating cohort years, and trends.

(ii) Integrated Summary Reporting: Aggregate Data reporting from across SAT, PSAT Suite (PSAT 8/9, PSAT 10 and PSAT/NMSQT).

(iii) Schools and districts can receive test-taking rosters, of their students through an online portal.

### e. Providing Students Access and Opportunities to Services to Help them Achieve and Exceed Their Potential, consistent with all applicable laws.

(i) Access to Opportunity (A2O): College Board implements interventions designed to help students navigate the college planning, application and financial aid processes. A2O identifies students who are on-track or high achieving, combined with low-income tagging or fee waiver use, and provide them with resources, including college application fee waivers, designed to address barriers they may face in the path to college access.

(ii) Realize Your College Potential: Realize Your College Potential (RYCP) is part of ongoing research that sends packets of customized college information and college application fee waivers to high achieving, low-income, high school seniors.

(iii) State Scholarship Feeds/Data: State Higher Education Departments that offer scholarship to instate students can receive scores files for students meeting residency criteria.

(iv) National Scholarships, Awards and Recognition Opportunities (including Presidential Scholars): Eligible students are shared with the US Department of Education and National Hispanic Recognition Program for scholarship consideration.

(v) Enhancing and Customizing Student Practice: Students may opt-in to have their scores and key metadata shared with Khan Academy, so that their free SAT Preparation course can be tailored better to meet their needs.

f. SAT Score Reporting to Students: Paper and online reports are delivered to students after each administration of the SAT.

g. SAT Question and Answer Services: Students may purchase reports that detail their individual answers and questions for disclosed forms. For non-disclosed forms, students can receive answer summaries with question topics and difficulty levels.

h. Research College Board may use psychometric non-identifiable data obtained from student test-takers to ensure that tests are unbiased and created for students of all races, genders, and cultures.



### Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
SAT SD Fixed-Fee Without Essay - 11th Grade	July 1, 2018	June 30, 2019	17995	\$47.50	\$854,762.50	\$350,902.50	\$503,860.00
PSAT 8/9 EPP Fixed-Fee - 9th Grade	July 1, 2019	June 30, 2020	15113	\$12.00	\$181,356.00	\$75,565.00	\$105,791.00
SAT SD Central Bill Without Essay - 12th Grade	July 1, 2019	June 30, 2020	3000	\$47.50	\$142,500.00	\$0.00	\$142,500.00
PSAT 8/9 EPP Fixed-Fee - 9th Grade	July 1, 2018	June 30, 2019	15113	\$11.00	\$166,243.00	\$60,452.00	\$105,791.00
SAT SD Fixed-Fee Without Essay - 11th Grade	July 1, 2019	June 30, 2020	17995	\$50.00	\$899,750.00	\$395,890.00	\$503,860.00
SAT SD Central Bill Without Essay - 12th Grade	July 1, 2018	June 30, 2019	3000	\$47.50	\$142,500.00	\$0.00	\$142,500.00

Subtotal: \$2,387,111.50

Total Discount: \$882,809.50

**Total Cost: \$1,504,302.00**

### PSAT 8/9

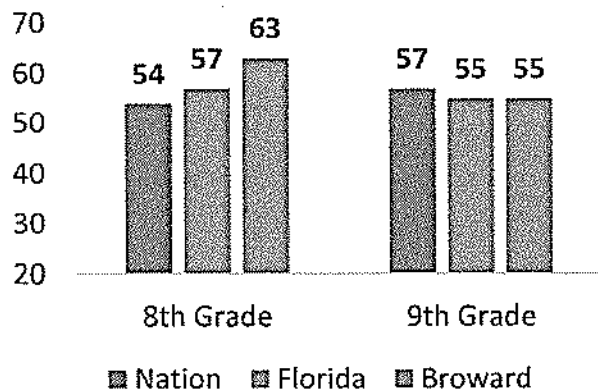
2017-2018 Participation  
8<sup>th</sup> Grade Students in 10 Pilot Schools:

**92%**

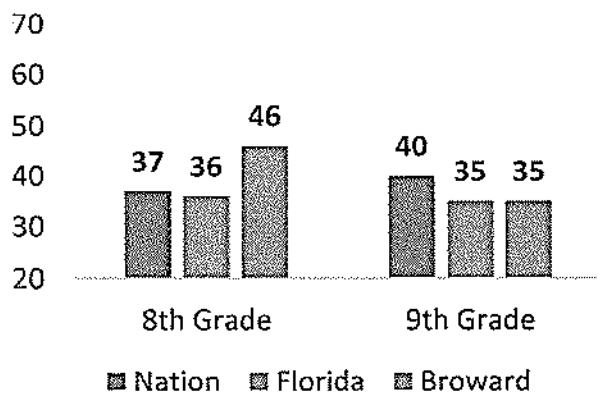
9<sup>th</sup> Grade Students in Traditional Schools:

**83%**

**% Meeting College-Ready  
Benchmark Score in Evidence-Based  
Reading and Writing, 2017-2018**



**% Meeting College-Ready  
Benchmark Score in Math,  
2017-2018**



### PSAT/NMSQT

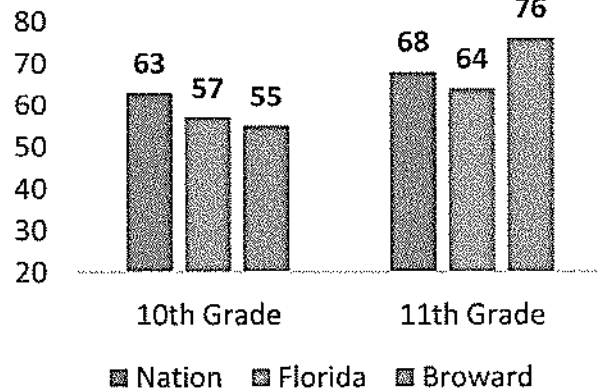
2017-2018 Participation  
10<sup>th</sup> Grade Students:

**87%**

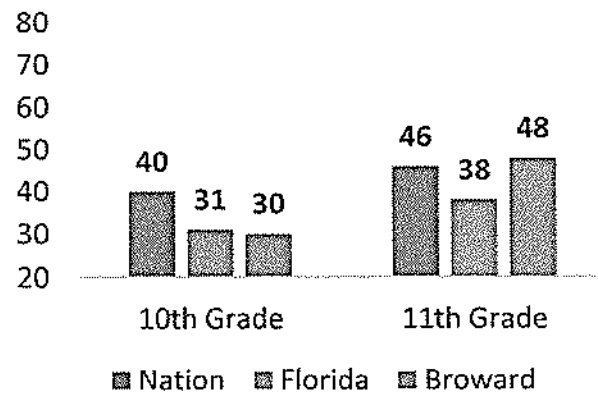
11<sup>th</sup> Grade Students:

**28%**

**% Meeting College-Ready  
Benchmark Score in Evidence-Based  
Reading and Writing, 2017-2018**



**% Meeting College-Ready  
Benchmark Score in Math,  
2017-2018**



#### Additional Resources

- Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/Releases.htm>
- Information on the PSAT: <http://www.collegeboard.org>
- District staff can view and interact with PSAT data here: <https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/PSAT-Dashboard.aspx>

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DANIEL GOHL  
CHIEF ACADEMIC OFFICER

DATE: June 14, 2018

TO: All Principals

FROM: Daniel F. Gohl  
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D., Designee  
Chief School Performance and Accountability Officer

SUBJECT: PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST AND PRELIMINARY SAT 8/9: A THREE-YEAR REVIEW OF DATA, 2015-2016 TO 2017-2018

This memo and the attached appendices summarize student participation and scores<sup>1</sup> from two types of Preliminary SAT tests offered during the years 2015-2016 through 2017-2018: the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), offered to tenth and eleventh grade students, and the Preliminary SAT 8/9 (PSAT 8/9), offered to eighth and ninth grade students. Both PSAT administrations provide essential feedback to students, educators, and parents on reading, writing, and mathematical skills essential for success in college-level coursework. Additionally, the PSAT provides students with early exposure to a college entrance-like exam (similar to the SAT), and helps educators identify students to compete in the National Merit Scholarship Competition, as well as, identify students who may benefit from advanced course opportunities. The Florida Department of Education (FDOE) covers the cost of participation for all tenth grade students in an effort to eliminate obstacles to participation by under-represented groups. Beginning in 2016-2017, Broward County Public Schools (BCPS) offered a PSAT 8/9 administration to ninth grade students at traditional schools, free of charge. In 2017-2018, BCPS piloted a free-of-charge PSAT 8/9 administration to eighth grade students at ten middle schools.

- Among 10<sup>th</sup> and 11<sup>th</sup> grade students participating in the PSAT/NMSQT, participation rates were stable over the 3-year-period, with 86.8% of 10<sup>th</sup> grade students and 28.4% of 11<sup>th</sup> grade students participating in 2017-2018. Eleventh grade students must pay to test so their participation rates are consequently lower than 10<sup>th</sup> grade students' participation rates (see Appendix A).
- Among those students enrolled in schools participating in the PSAT 8/9 contract, 92.0% of eighth grade students (at 10 pilot schools) and 83.2% of 9<sup>th</sup> grade students (at traditional schools) participated. Participation among 9<sup>th</sup> grade students rose from 61.7% in the previous year (see Appendix A).
- Among 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students, there was a gap in participation between White and minority students, with White students participating at higher rates than Black or Hispanic students. Among 9<sup>th</sup> grade students participating in the PSAT 8/9, there was no racial gap (see Appendix B).
- Among 10<sup>th</sup> grade students Broward scores in both Evidence-Based Reading and Writing (EBRW) and Math were on par with Florida-wide scores but lagged behind national scores. This difference between national and Florida scores for 10<sup>th</sup> grade students taking the PSAT/NMSQT is likely

<sup>1</sup> This memo, the snapshot, and the supporting appendices reflect data available from College Board as of 03-16-18.

attributable to the statewide initiative to fund the test for all students in those grades, thus leading to a greater range of academic success amongst participants in Florida (see Appendix C).

- Among 9<sup>th</sup> grade students taking the PSAT 8/9, Broward scores were equivalent to Florida scores for Math and slightly lower than Florida scores for EBRW (see Appendix C). Both Broward scores and Florida-wide scores were slightly lower than national scores. This lag behind the national average for Broward participants is again likely attributable to the county initiative that funded the test for all students in 9<sup>th</sup> grade traditional schools, thus accompanying a greater variability in test-taking abilities amongst Broward participants (see Appendix C).
- Scores for 11<sup>th</sup> grade students in Broward taking the PSAT/NMSQT and for 8<sup>th</sup> grade students in Broward taking the PSAT 8/9 outpaced scores Florida-wide and nationally in both EBRW and Math (see Appendix C).
- As of June 7, 2018, 23 BCPS high school seniors have been awarded National Merit Scholarships sponsored by U.S. Colleges and Universities. Scholars were chosen by sponsoring institutions from the group of finalists in the 2017 National Merit Scholarship Program. Awards provide between \$500 and \$2,000 annually at the sponsoring institution for up to 4 years of undergraduate study. An additional group of scholars will be announced in July 2018.

Please direct any questions or comments concerning this memo to Richard Baum, Director, Student Assessment and Research, at 754-321-2500. This memo, the snapshot, and appendices may also be accessed via the Student Assessment and Research website at <http://www.broward.k12.fl.us/sar/Releases.htm>. BCPS District staff can view and interact with PSAT data through the Department's PSAT dashboard available on the SharePoint link below:

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/PSAT-Dashboard.aspx>

VSW/DG/RGB/RAA:rs  
Attachment

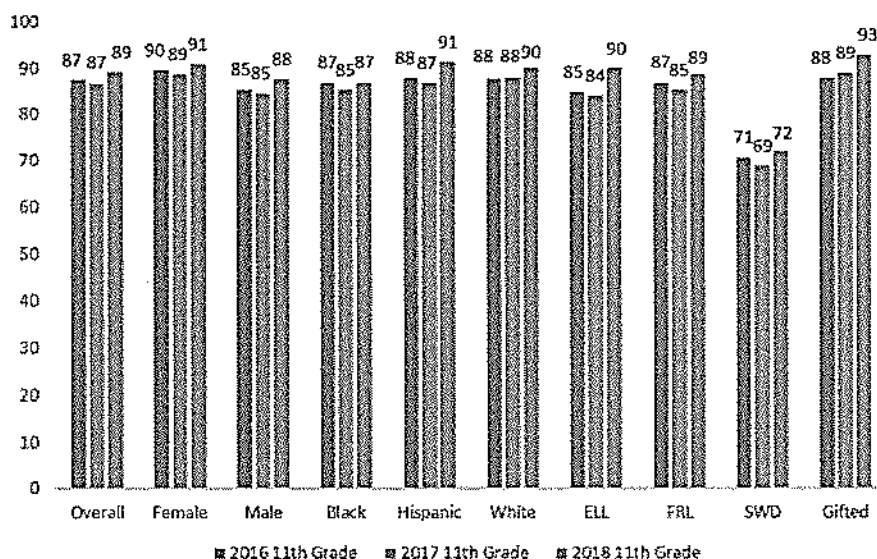
CC: School Board Members  
Senior Leadership Team  
Directors, School Performance and Accountability

**SAT Participation Remains High:**

**89%**

- Overall participation increased from 87% in 2017 to 89% in 2018.
- The participation gap was virtually eliminated for all groups except for students with disabilities, whose gap dramatically decreased when SAT Day was introduced in 2016.

**SAT Participation Among 11th Grade Students**



**SAT Performance**

- The overall average scores decreased from 2017 to 2018. The Evidence-Based Reading and Writing (EBRW) score went from 503 in 2017 to 496 in 2018, and the Math score decreased from 481 in 2017 to 471 in 2018.
- Just over half of 11<sup>th</sup> grade test takers met the college readiness benchmark for EBRW, and just over a quarter met the benchmark for Math in 2018.

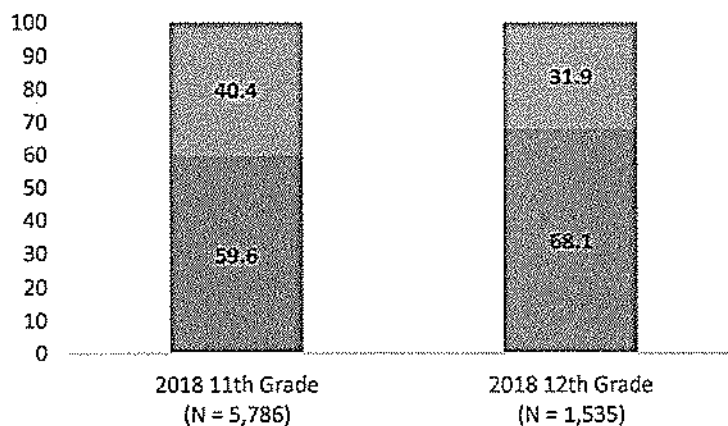
**2,827**

Students not meeting the FSA ELA graduation requirement achieved a concordance score on SAT School Day 2018

Over one-third of all students taking the SAT to achieve concordance were successful:

- 40% of 11<sup>th</sup> graders in 2018
- 32% of 12<sup>th</sup> graders in 2018

**Percent of Students Achieving a Concordance Score on SAT School Day**



**Additional Resources**

- Detailed school-by-school results: <https://www.browardschools.com/Page/34771>
- Information on the SAT: <http://www.collegeboard.org>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**DANIEL GOHL  
CHIEF ACADEMIC OFFICER**

DATE: July 5, 2018

TO: All Principals

FROM: Daniel F. Gohl  
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D.  
Chief School Performance and Accountability Officer

SUBJECT: 2018 SAT SCHOOL DAY

Broward County Public Schools (BCPS) offered a SAT School Day to students on March 7, 2018 with two makeup dates: March 21, 2018 and April 10, 2018. All 11<sup>th</sup> grade students enrolled in traditional schools and centers were offered a SAT School Day for the first time in April 2016. The initiative was put in place to eliminate the economic and logistical barriers that have limited students' participation in the SAT in the past. Twelfth graders who had not met the graduation reading requirement were offered the test for the first time in April 2017. This report summarizes student participation and scores from the 2018 SAT School Day administration.

Major findings include:

- **Participation in the SAT School Day increased from 87% in 2017 to 89% in 2018 among 11<sup>th</sup> grade students.** Participation has remained above 80% for nearly all subgroups, except for students with disabilities. For English language learners and students who receive free or reduced-price lunch SAT School Day participation remains above 80 percent.
- **The overall average scores decreased from 2017 to 2018.** Among 11<sup>th</sup> grade students, the mean Evidence-Based Reading and Writing (EBRW) score went from 503 in 2017 to 496 in 2018 and the mean Math score went from 481 in 2017 to 471 in 2018.
- **Over one-third of all students who had not met the graduation requirement for English Language Arts achieved a concordant score on SAT School Day** (40% of 11<sup>th</sup> grade students,  $n=2,338$ ; and 32% of 12<sup>th</sup> grade students,  $n=489$ ).
- **Just over half of all 11<sup>th</sup> grade students participating in SAT School Day achieved the college-readiness benchmark score for the EBRW section (56%;  $n=8,877$ ), while just over a quarter met the benchmark for the Math section (27%;  $n=4,307$ ).**

Please direct any questions or comments concerning this report to **Richard Baum, Director, Student Assessment & Research**, at 754-321-2500. This memo and report may also be accessed via the Student Assessment & Research website at <https://www.browardschools.com/Page/34771>.

VSW/DG/RGB/RAA/EAA:rs  
Attachment

CC: School Board Members  
Senior Leadership Team  
Directors, School Performance and Accountability



# Assessment Report

©2018, The School Board of Broward County, Florida  
Report from the Office of the Superintendent

Number 189  
July 2018

## 2018 SAT School Day

The SAT, a college entrance exam offered through College Board, provides many benefits, both to students and schools. For the third year in a row, Broward County Public Schools (BCPS) partnered with College Board to provide a school day administration of the SAT to all eleventh grade students enrolled in the District's traditional schools and centers in order to increase SAT participation throughout the District. The SAT was also offered to twelfth grade students who had not yet met the reading graduation testing requirement.

Registration fees were waived for all who participated during SAT School Day. The District, in collaboration with high schools, pre-registered students, paid their registration fee (providing a direct cost savings of sixty dollars to each student), and offered the SAT assessment during a regular school day, thus making it highly convenient for students to take the exam. Prior to the exam, students were given access to the *Official SAT Practice* online exam preparation course.

The first SAT School Day took place in April 2016, following a successful pilot in three high schools the year before. In April 2017, BCPS held the second annual SAT School Day, and also invited all 12<sup>th</sup> grade students who had not yet met the English Language Arts (ELA) graduation testing requirement to participate. For the third year of the initiative, SAT School Day again was offered to 11<sup>th</sup> and 12<sup>th</sup> grade students; however, it was scheduled a month earlier than in previous years: March 7, 2018.

## Background

### ***SAT: Benefits to Students***

The SAT is a college entrance exam accepted by all U.S. colleges. As such, many students participate to meet college entrance requirements. Additionally, various colleges and educational organizations award scholarships or grants based in part on SAT scores. Students can also use their scores to determine areas where they are ready for college-level courses and areas where they need to improve their skills and knowledge. Finally, students who did not pass the 10th grade ELA portion

of the Florida Standards Assessment (FSA) can meet that graduation requirement by earning a concordant score on the Evidence-Based Reading and Writing (EBRW) section of the SAT.

### ***SAT: Benefits to Schools***

Schools have access to an online educator reporting portal that offers participation and score reports for the whole school, broken down by different demographic groups (College Board, 2015). Reports include the percent of students meeting the college readiness benchmark scores for both the EBRW and Mathematics sections of the redesigned SAT (College Board, 2016). Schools can compare the performance of their students with students at the district and at the state level. The portal also supplies Instructional Planning reports and Question Analysis reports that allow schools to drill down to the student level on specific questions. Taken together, these reports allow for curriculum planning at the student, class, school, and district level. Additionally, schools benefit by increasing their graduation rate when students who failed to pass the 10<sup>th</sup> grade ELA portion of the FSA meet that graduation requirement by earning a concordant score on the EBRW section of the SAT.

### ***Barriers to Taking the SAT***

The SAT is typically offered on specified weekend dates seven or eight times yearly at a cost (in 2018) of forty-six dollars per student (for the SAT without essay) and sixty dollars (for the SAT with the Essay Test). The cost, plus the need to take the SAT outside of school time—often at testing sites far from home—limits students' ability to take the assessment. While some students from low-income families can waive the testing fee, not all are aware that they may be eligible for a waiver. Even those students who can afford to pay the registration fee or are aware that they are eligible for a fee waiver face the burden of arranging travel to and from the testing site during weekend days when many have work or family obligations. Thus, despite the benefits associated with the SAT, taking the SAT has been out of reach for many students.

## **Method**

This report summarizes SAT data from the 2018 SAT School Day administration. Eleventh grade students enrolled on the day of the exam (March 7, 2018) were included in the analyses. Additionally, twelfth grade students who participated in the 2018 SAT School Day were included in the analyses. Results detail participation rates and scores Broward-wide as well as broken down by school, gender, race/ethnicity, and special student populations. These special populations include students eligible for free or reduced-price lunch (FRL), students with disabilities (SWD), gifted students, and students who are English language learners (ELL). The Broward County SAT data were

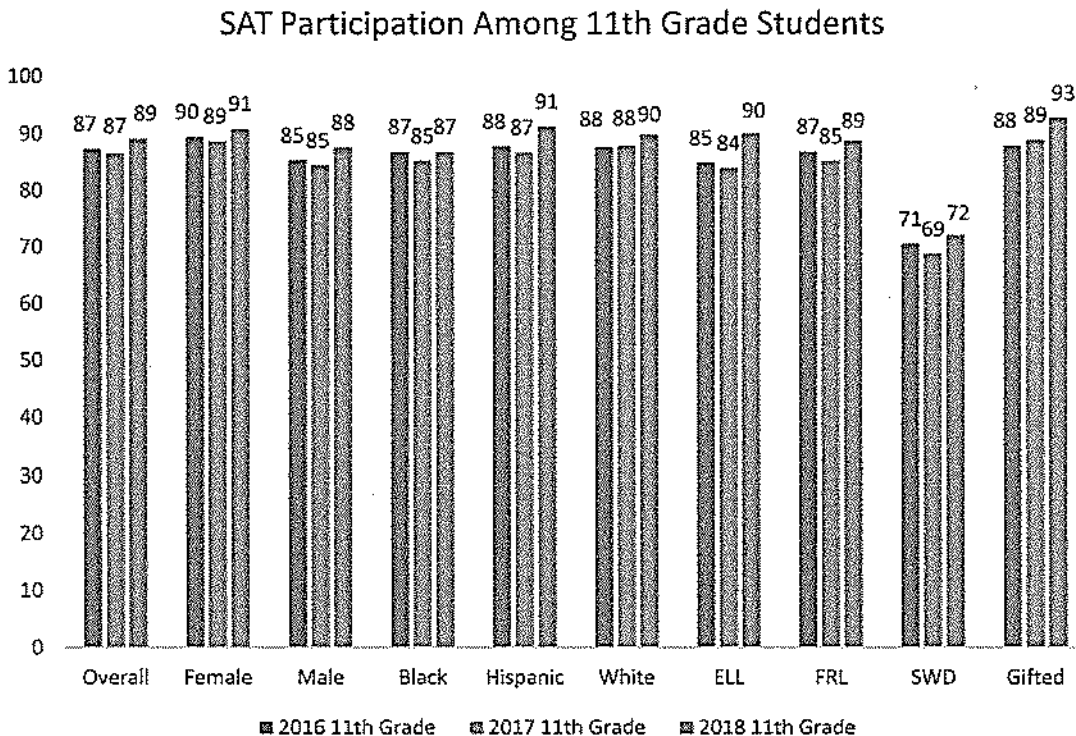


obtained by linking SAT scores from College Board with demographic, enrollment, and testing records from the District's data warehouse.

### ***Data Definitions***

- **Participation Rate** refers to the number of 11<sup>th</sup> grade students who took the SAT on SAT School Day divided by the number of 11<sup>th</sup> grade students enrolled on that day. Participation rate for 12<sup>th</sup> grade students was not calculated because only 12<sup>th</sup> grade students who had not yet met the 10<sup>th</sup> grade ELA Reading graduation test requirement were invited to participate.
- **EBRW Mean** refers to the average score on the Evidence-Based Reading and Writing section of the SAT. Possible scores range from 200 to 800.
- **Math Mean** refers to the average score on the Mathematics section of the SAT. Possible scores range from 200 to 800.
- **Concordant Score** refers to a score that a student may use to satisfy the 10<sup>th</sup> grade ELA FSA graduation requirement if s/he scored lower than a level 3 on the ELA portion of the FSA. Currently, a concordant score on the redesigned SAT is a score of 430 (or higher) on the EBRW section *or* a score of 24 (or higher) on the redesigned SAT Reading subtest (Florida Department of Education, 2016).
- **EBRW Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Evidenced-Based Reading and Writing section of the SAT. Students who meet the benchmark, a score of 480 on the EBRW, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016).
- **Math Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Mathematics section of the SAT. Students who meet the benchmark, a score of 530 on the Math section, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016).

## Results



*Figure 1: SAT participation among 11<sup>th</sup> grade students, 2016 through 2018*

**Participation during SAT School Days.** More than 80 percent of all subgroups of 11<sup>th</sup> grade students participated in the 2018 SAT School Day with one exception: Participation among students with disabilities (SWD) was somewhat lower than among others (72.1% SWD vs. 91% Non-SWD).

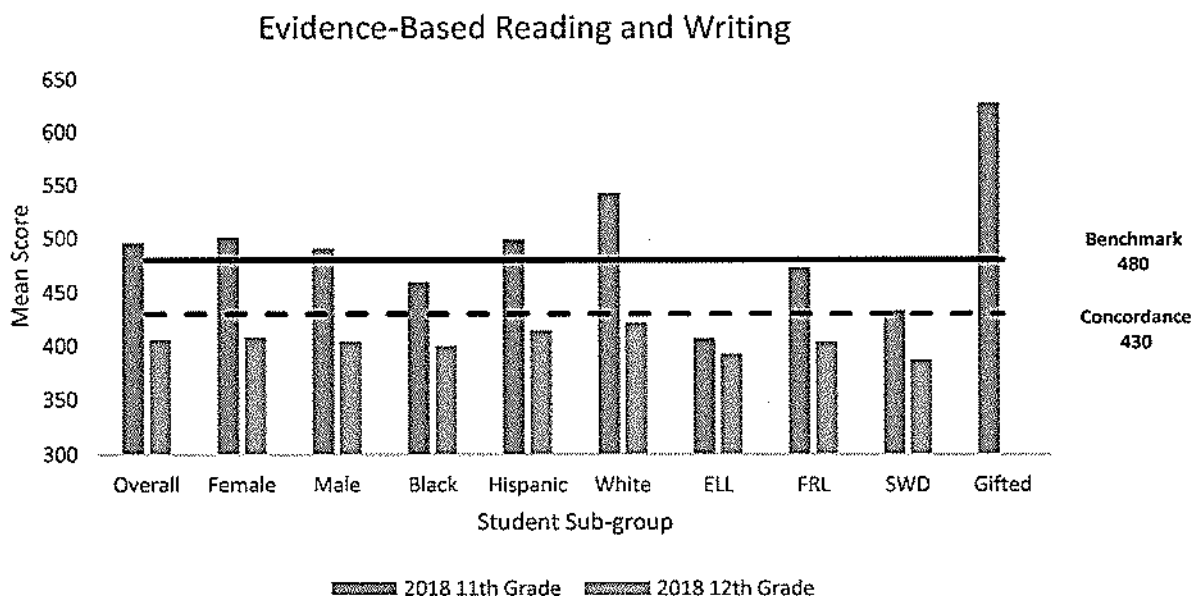
**Participation rate varied by school type.** The District's SAT School Day included students from center schools as well as traditional schools (but not charter schools). Participation among 11<sup>th</sup> grade students enrolled in center schools was lower (32.7%) than among those enrolled in traditional schools (92.3%) in 2018. School-by-school participation rates for 11<sup>th</sup> grade students are provided in Appendix A.

## Performance

Figures 2, 4, and Appendix C display SAT scores overall and by subgroup for EBRW and for Math for 11<sup>th</sup> grade. Appendix C includes mean scores as well as the percent that met concordance and college-ready benchmark scores for 11<sup>th</sup> grade. Appendix D contains parallel data for 12<sup>th</sup> grade. School-by-school measures of performance are displayed for 11<sup>th</sup> grade students in Appendix A and for 12<sup>th</sup> grade students in Appendix B.

### Performance: Evidence-Based Reading and Writing (EBRW)

**Mean Score.** Figure 2 displays mean scores overall and by subgroup for 11<sup>th</sup> and 12<sup>th</sup> grade students in 2018. The solid black line denotes the college-readiness benchmark of 480, while the dotted black line denotes the concordance score of 430.

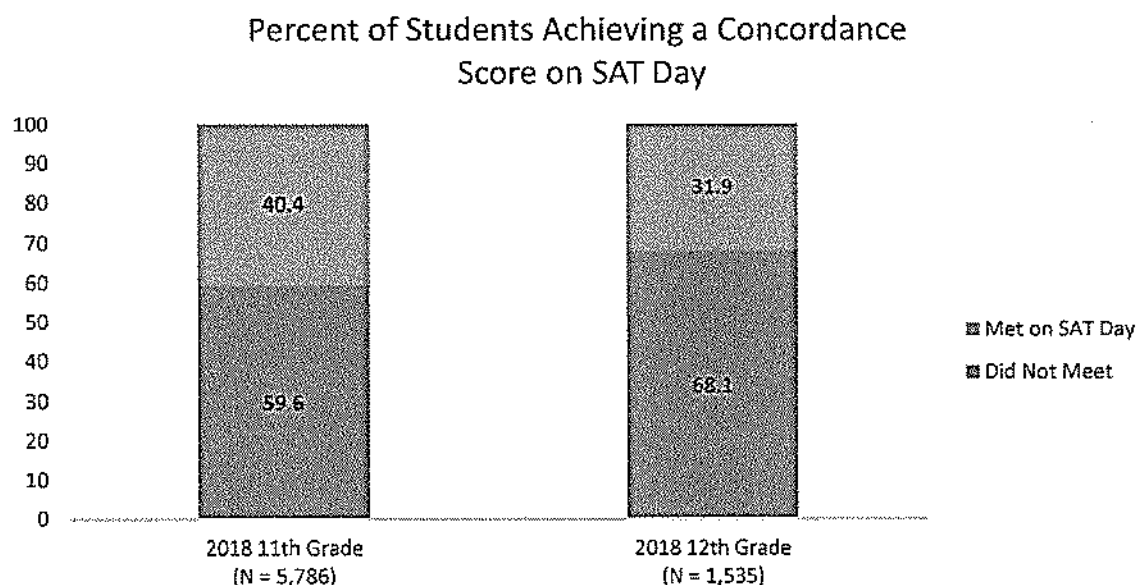


*Figure 2. Evidence-Based Reading and Writing SAT mean scores by student sub-population, 2018 SAT School Day*

**Eleventh Grade Students.** On a scale from 200 to 800 the mean score for 11<sup>th</sup> grade students was 496 in 2018, exceeding both the concordant score of 430 and the college-readiness benchmark of 480 (see Figure 2 and Appendix C). The two highest-performing groups were gifted students ( $m=628$ ) and White students ( $m=543$ ). The lowest performing group was English language learners ( $m=407$ ). Overall average scores decreased from 2017 to 2018. The Evidence-Based Reading and Writing (EBRW) score went from 503 in 2017 to 496 in 2018.

**Twelfth Grade Students.** Twelfth grade students who had not yet met the 10<sup>th</sup> grade ELA reading test graduation requirement were invited to participate in the SAT School Day in 2018. Their overall mean score was 406 on a scale from 200 to 800 (see Figure 2 and Appendix D). The highest performing group<sup>1</sup> was White students ( $m=422$ ), while the lowest performing group was students with disabilities ( $m=387$ ). Overall average scores decreased from 2017 to 2018. The EBRW score went from 410 in 2017 to 406 in 2018.

**Concordance Score.** Currently a score of 430 (or higher) on the EBRW section *or* a score of 24 (or higher) on the Reading subsection of the EBRW earns concordance. Of the 11<sup>th</sup> grade students who had not yet met the requirement, 40.4% ( $n=2,338$ ) met the requirement on the 2018 SAT School Day. Of the participating 12<sup>th</sup> graders who had not yet met the requirement by 2018 SAT School Day, 489 (31.9%) met concordance that day (see Figure 3 and Appendices A and B).



**Figure 3.** Percent of students not meeting ELA graduation testing requirement who achieved a concordance score on SAT School Day in 2018

Among students who needed to meet concordance on SAT School Day in 2018, for 11<sup>th</sup> grade students (see Appendix C), males and females were similar with respect to meeting concordance (male, 40.9%; female 39.9%). There were some differences in other groups. A larger percentage of White students met concordance than Hispanic or Black students. Also, a larger percentage of gifted students met concordance than non-gifted students. Students eligible for free or reduced-price lunch and English language learners were less likely than their counterparts to meet concordance.

<sup>1</sup> There were fewer than 10 Gifted students in 12<sup>th</sup> grade participating so their scores are not reported.

A similar percentage of students with disabilities met concordance as did their counterparts. Among 12<sup>th</sup> grade students (see Appendix D) differences by subgroup were that Black students and English language learners were less likely than their counterparts to meet concordance.

**Benchmark Score.** Students who meet the college-ready benchmark score for the EBRW section, a score of 480, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016). More than half of 11<sup>th</sup> grade participants in SAT School Day met the EBRW college-ready benchmark in 2018 (55.7%). Nearly eight percent of participating 12<sup>th</sup> grade students met the EBRW benchmark.

Among 11<sup>th</sup> grade students in 2018 (see Appendix C), a larger percentage of female students, White students, and gifted students met the benchmark than did their counterparts. Students with disabilities, students eligible for free or reduced-price lunch, and English language learners had a lower percentage of students that met the EBRW benchmark than their counterparts.

For 12<sup>th</sup> grade (see Appendix D), female and male groups had a similar percentage of students that met the EBRW benchmark, as did students with disabilities compared to their counterparts. White students were more likely to meet the benchmark than were Hispanic or Black students. Also, students eligible for free or reduced-price lunch and English language learners were less likely to meet the EBRW benchmark than their counterparts. Gifted students had too few in the group to analyze.

### **Performance: Mathematics**

**Mean Score.** Figure 4 displays mean scores overall and by subgroup for the students who participated in the 2018 SAT School Day. The solid black line denotes the college-readiness benchmark score of 530.

**Eleventh Grade Students.** On a scale from 200 to 800, the mean score for 11<sup>th</sup> grade students was 471 in 2018 (see Figure 4 and Appendix C). The groups with the larger mean scores were males ( $m=474$ ), White students ( $m=522$ ) and gifted students ( $m=628$ ). The lowest performing groups were English language learners ( $m=397$ ) followed by students with disabilities ( $m=406$ ). The overall Math score decreased from 481 in 2017 to 471 in 2018.

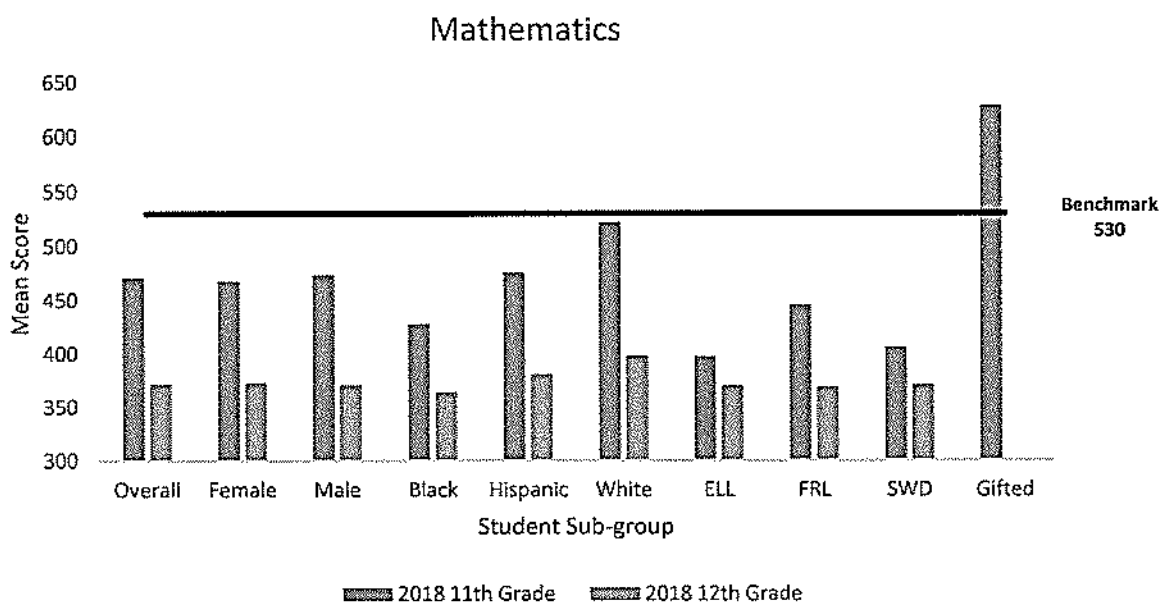


Figure 4. Mathematics SAT mean scores by student sub-population, 2018 SAT School Day

**Twelfth Grade Students.** As noted previously, twelfth grade students who had not yet met the 10<sup>th</sup> grade ELA graduation testing requirement were invited to participate in the 2018 SAT School Day. Their overall mean Math score was 372 on a scale from 200 to 800; it decreased from 382 in 2017 to 372 in 2018 (see Figure 4 and Appendix D). The highest performing group<sup>2</sup> was White students ( $m=398$ ), while the lowest performing group was Black students ( $m=364$ ).

**Benchmark Score.** Students who meet the Math college-ready benchmark score, a score of 530, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016). For 11<sup>th</sup> grade students, twenty-seven percent scored at or above the Math benchmark. Just under 2 percent of participating 12<sup>th</sup> grade students met the Math benchmark.

Among 11<sup>th</sup> grade students (see Appendix C), a greater percentage of male students, White students, and gifted students met the math benchmark than did their counterparts. A smaller percentage of students with disabilities, students eligible for free or reduced-price lunch, and English language learners met the math benchmark, compared to their counterparts. This pattern in subgroup differences was the same for math and EBRW with the exception of the gender difference. While female students in the 11<sup>th</sup> grade scored higher on the Evidence-Based Reading and Writing

<sup>2</sup> There were fewer than 10 Gifted students in 12<sup>th</sup> grade participating so their scores are not reported.

section of the SAT, male students scored higher on the math section. For the 12<sup>th</sup> grade students (see Appendix D), the pattern was the same as 11<sup>th</sup> grade, although with a much smaller percent (less than 2% in most instances) of students who met the math benchmark.

### Summary

In 2018 BCPS hosted the third year of SAT School Day for all 11<sup>th</sup> grade students. Twelfth grade students have participated in the SAT School Day for two consecutive years, 2017 and 2018. All students were offered the *Official SAT Practice* online course to help them prepare for the exam.

#### Participation in the SAT School Day increased

Eighty-seven percent of enrolled 11<sup>th</sup> grade students participated in the SAT School Day in both 2016 and 2017 (School Board of Broward County, 2017). **The number rose to over 89% in the 2018 SAT School Day.** The year prior to BCPS launching the SAT School Day (2015), only 49.7 percent of 11<sup>th</sup> grade students took the SAT at any time during the school year. **The continued increase in participation is high for groups with historically low SAT participation rates: Black students, students eligible for free or reduced-price lunch, students with disabilities, and English language learners.** Participation varied by school type, with students from centers less likely to participate than students from traditional schools.

Over one-third of the students who had not yet met the ELA graduation testing requirement achieved a concordant score on SAT Day. Forty percent ( $n = 2,338$ ) of 11<sup>th</sup> grade students met concordance, and 32 percent ( $n = 489$ ) of 12<sup>th</sup> grade students fulfilled this requirement on SAT School Day.

The overall average scores decreased from 2017 to 2018. Among 11<sup>th</sup> graders, the Evidence-Based Reading and Writing (EBRW) score went from 503 in 2017 to 496 in 2018 and the Math score decreased from 481 in 2017 to 471 in 2018. Among 12<sup>th</sup> graders, the EBRW score went from 410 in 2017 to 406 in 2018 and the Math score went from 382 in 2018 to 372 in 2017.

Just over half of all 11<sup>th</sup> grade students participating in SAT School Day achieved the college-readiness benchmark score for the EBRW section, while just over a quarter met the benchmark for the Math section.

## Discussion

There are many reasons for schools to encourage students to participate in SAT School Day. SAT School Days offer free and convenient access to a popular college entrance exam accepted by all U.S. colleges. The school-day administrations of the SAT are designed to eliminate economic and logistical barriers that have traditionally limited many students' participation in this exam. Students who participate in SAT School Day can use their results to meet college entrance requirements and to apply for scholarships and grants. Students who have not yet met the ELA graduation testing requirement can meet that requirement by earning a concordant score on the SAT. Finally, educators can use the results from the SAT School Day to guide instruction by identifying existing strengths and weaknesses in their curriculum in English, reading, writing, and mathematics. The online educator reporting portal that accompanies the SAT allows educators to tailor reports specifically for the school, class, and student level.

School administrators can use the information in Appendices A and B to evaluate their school's level of participation and their students' performance on the Evidence-Based Reading and Writing and the Mathematics sections of the SAT. Administrators and educators at schools with lower mean scores on either section can use these results to inform their curriculum, instruction, and enrichment programs to best serve their students.

**The overall average scores decreased from 2017 to 2018 for both the Evidence-Based Reading and Writing (EBRW) and the Math sections.** One reason for the decline may be a matter of timing. The SAT School Day in 2018 was held on March 7, while the two previous years the SAT School Day was held in April. The later April dates may have afforded the students extra time to practice and prepare for the SAT. Another reason the scores may have declined is that the test was held exactly three weeks after the devastating tragedy at Marjorie Stoneman Douglas High School on February 14. While two makeup days were offered, and the students from Marjorie Stoneman Douglas took the SAT on the latter of the two make-up days, most students in BCPS participated on March 7, 2018. Understandably, Broward students who took the SAT in 2018 may not have been fully focused on the exam the weeks before and the day of the exam. While these two suggested reasons are plausible, the underlying basis for the decrease cannot be specifically identified at this time. Future data may help inform the results.

**Schools can boost their students' performance on the SAT by encouraging them to practice for the SAT using online preparation tools available free of charge to all students.** College Board offers great tools to prepare students for the SAT. These materials are customized based on a student's results on the PSAT (which all students take in the 10<sup>th</sup> grade) and SAT. Promoting early preparation and practice is especially important among groups such as English language learners, students with



disabilities, and Black students who did not score as high as their counterparts. Schools could dedicate a class session or hold an assembly to demonstrate how students can access and use the *Official SAT Practice* materials. See <https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/practice-resources> for suggestions on how to encourage your students to practice for the SAT.

## **Appendices**

### **Appendix A**

2017 and 2018 SAT School Day school-level participation and performance - grade 11

### **Appendix B**

2017 and 2018 SAT School Day school-level participation and performance - grade 12

### **Appendix C**

Grade 11, 2017 and 2018 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant score and percent that met college-ready benchmarks

### **Appendix D**

Grade 12, 2017 and 2018 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant score and percent that met college-ready benchmarks

## References

- College Board (2015). *The SAT suite of assessments: Using scores and reporting to inform instruction*. Retrieved on March 2, 2017 from <https://collegereadiness.collegeboard.org/pdf/redesigned-sat-k12-using-scores-and-reporting-inform-instruction.pdf>
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- School Board of Broward County. (2017). *2016 and 2017 SAT School Days. Assessment report*. Retrieved April 27, 2018 from [https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13537/releases/briefs/SAT\\_School\\_Day\\_2016-17\\_Brief182.pdf](https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13537/releases/briefs/SAT_School_Day_2016-17_Brief182.pdf)

### *Prepared by*

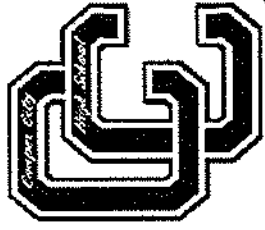
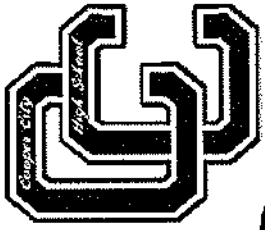
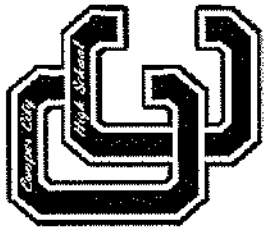
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# Cooper City

## High School

# College and Career

## Readiness – SAT Focus

Creativity, Collaboration, Critical Thinking, Communication



# Using PSAT/SAT to Increase Rigor and Achievement – WHY?

- To **prepare** students for college/career and life
- To **align instruction** to rigorous assessments
- To increase **rigor** in instruction and clarify perspective regarding rigor
- To make **requirements** of standards clear
- To create a **culture** of college readiness
- To Increase student **achievement** on FSA and SAT

# Barriers we may face to implement alignment to PSAT & SAT

## **We don't want to teach to the test**

Teach standards and content: but assess the way students will be assessed and at appropriate level of rigor.

## **It takes too long to create an aligned test**

Don't reinvent the wheel. Use the test questions from the practice PSAT.

## **Lowest quartile students will become too frustrated**

Scaffold skills, give fewer questions, but don't teach at a lower level of rigor. Students need consistent exposure to rigor. In addition, a little guided struggle helps increase student stamina.

# Benefits of SAT

- **Builds Skills Over Time**
  - **PSAT 8/9**
    - Taken in the **8<sup>th</sup>** and **9<sup>th</sup>** grade, the PSAT 8/9 establishes a baseline measurement of **college and career readiness** as students enter high school. It helps students and educators determine what students need to work on most.
  - **PSAT/NMSQT**
    - Serve as check-ins on **student progress** and pinpoint areas for development. Students can take the PSAT/NMSQT in the fall of **10<sup>th</sup>** and **11<sup>th</sup>** grade.
  - **SAT**
    - Connects students to **college + scholarships**. Taken in **March** of **11<sup>th</sup>** grade.
- **Opens Doors to College**
  - **College Admission**
  - **Scholarship**

# Scholarships

- **Connects Students to Scholarship Opportunities**
  - The PSAT/NMSQT is the qualifying test for the **National Merit Scholarship Program**
    - <https://www.nationalmerit.org/s/1758/start.aspx?gid=2&pgid=61>
  - National Merit Finalists and Scholars
  - National Hispanic Scholars
  - National Achievement Scholarship Program
- SAT Score requirement:  
Bright Futures
  - Florida Academic Scholars (FAS) - SAT= 1290
  - Florida Medallion Scholars (FMS)- SAT= 1170



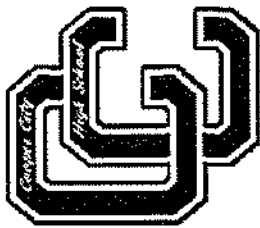
# Florida Academic Scholars (FAS)

## Award Amounts

100% Tuition Florida Public college/university

Equal \$ amount as public school for private

- Requirements
- 3.5 Recalculated GPA (extra .50 per full credit for State Honors)
  - 4 English
  - 4 Math (Algebra I and above, NOT Informal Geometry)
  - 3 Science
  - 3 Social Studies
  - 2 World Language
  - May use 2 Additional credits in above areas to raise GPA
- Testing:
  - **SAT= 1290**
  - ACT= 29
- 100 Service Learning Hours
  - Does not include waived hours
  - 18 Credit ACCEL students still need 100 hours



# data FAS

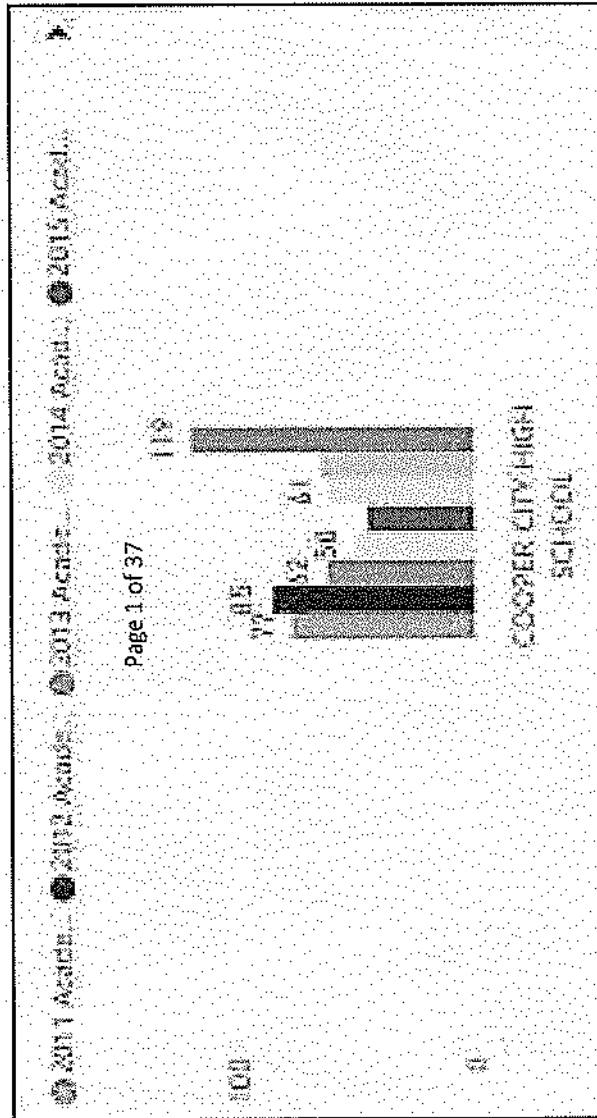
2017 # of Awardees

64

2018 # of Awardees

119

Florida Academic Scholars



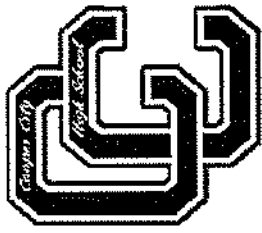
# Florida Medallion Scholars (FMS)

## Award Amounts

75% Tuition Florida Public college/university

Equal \$ amount as public school for private

- Requirements
- 3.0 Recalculated GPA (extra .50 per full credit for State Honors)
  - 4 English
  - 4 Math (Algebra I and above, NOT Informal Geometry)
  - 3 Science
  - 3 Social Studies
  - 2 World Language
  - May use 2 Additional credits in above areas to raise GPA
- Testing:
  - **SAT= 1170**
  - ACT= 26
- 75 Service Learning Hours
  - Does not include waived hours
  - 18 Credit ACCEL students still need 100 hours



# data FMS

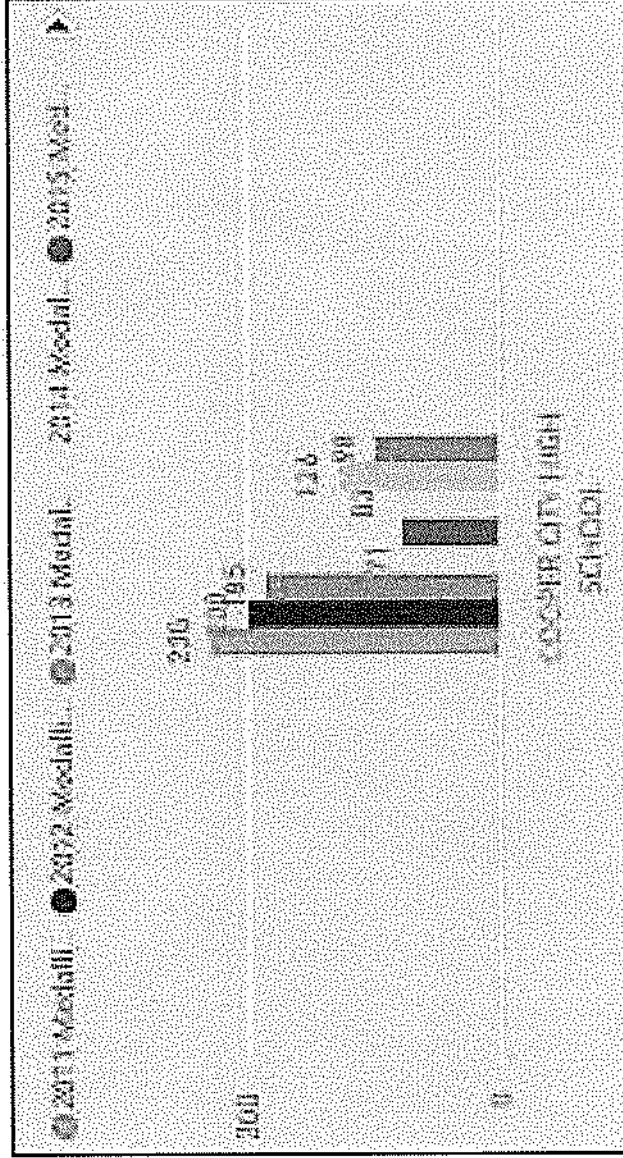
2017 # of Awardees

126

2018 # of Awardees

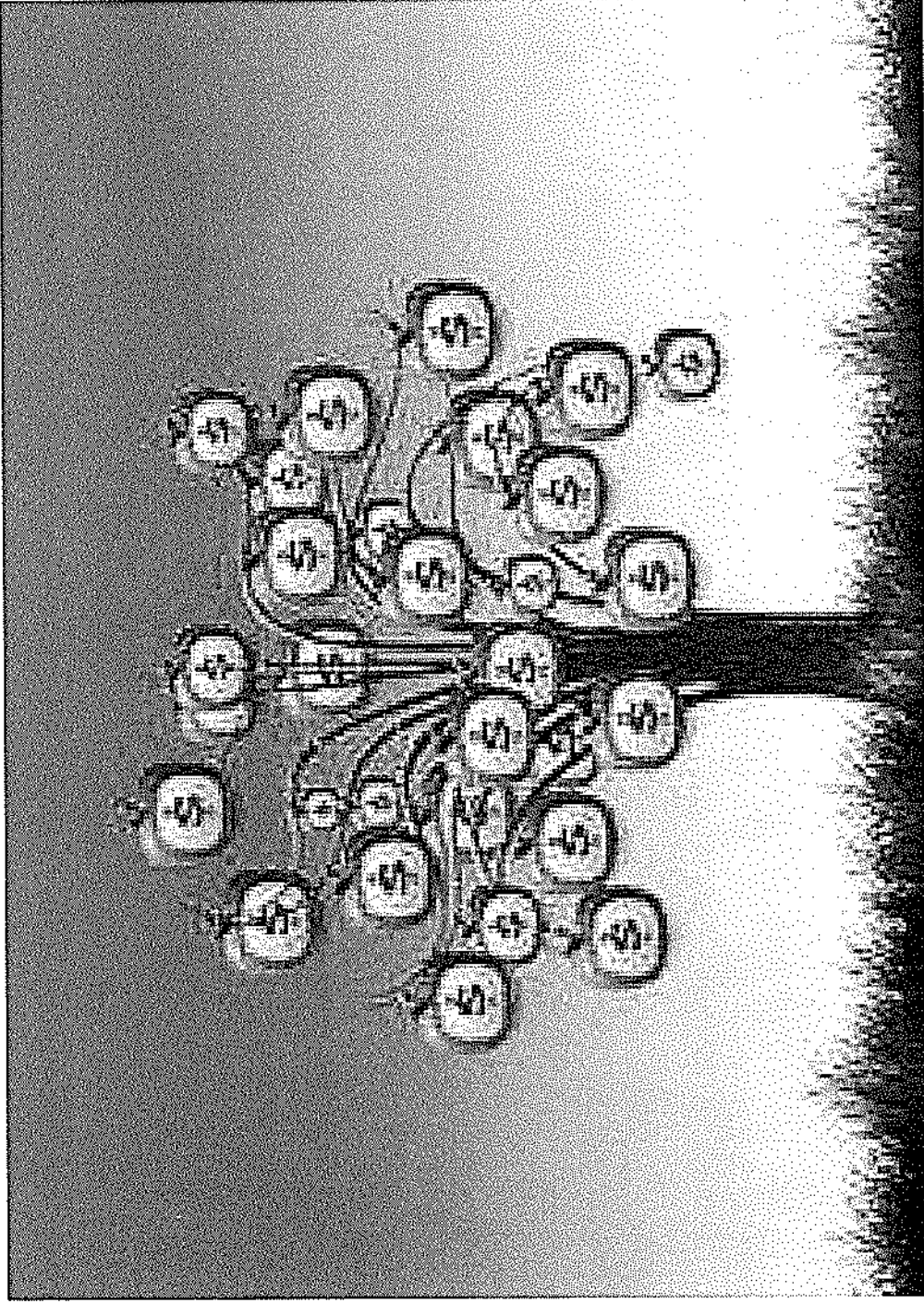
98

Florida Medallion



# Bright Futures Scholarship

- Many students are able to achieve the minimum GPA requirement for Bright Futures, but have difficulty attaining the SAT/ACT score requirement
  - Percentage of GPA eligible students for the Bright Futures Academic Scholars is high at CCHS, but not all received it due to not attaining the **1290 SAT/29 ACT** requirement.
  - Percentage of students GPA eligible for the Bright Futures Medallion Scholars is also high, but not all received it due to not attaining the **1170 SAT/26 ACT** requirement



*Despite what this picture suggests, money does not simply grow on trees.*

**THE FLORIDA COLLEGE SYSTEM**

- 1 Alachua County: University of North Florida
- 2 Baker County: University of North Florida
- 3 Bay County: University of North Florida
- 4 Brevard County: University of North Florida
- 5 Broward County: University of North Florida
- 6 Calhoun County: University of North Florida
- 7 Charlotte County: University of North Florida
- 8 Citrus County: University of North Florida
- 9 Clay County: University of North Florida
- 10 Collier County: University of North Florida
- 11 Columbia County: University of North Florida
- 12 DeSoto County: University of North Florida
- 13 Duval County: University of North Florida
- 14 Escambia County: University of North Florida
- 15 Flagler County: University of North Florida
- 16 Franklin County: University of North Florida
- 17 Gadsden County: University of North Florida
- 18 Gilchrist County: University of North Florida
- 19 Glades County: University of North Florida
- 20 Hardee County: University of North Florida
- 21 Hernando County: University of North Florida
- 22 Highlands County: University of North Florida
- 23 Hillsborough County: University of North Florida
- 24 Holmes County: University of North Florida
- 25 Indian River County: University of North Florida
- 26 Jackson County: University of North Florida
- 27 Jefferson County: University of North Florida
- 28 Lafayette County: University of North Florida
- 29 Lake County: University of North Florida
- 30 Leon County: University of North Florida
- 31 Levy County: University of North Florida
- 32 Lincoln County: University of North Florida
- 33 Manatee County: University of North Florida
- 34 Marion County: University of North Florida
- 35 Martin County: University of North Florida
- 36 Matanzas County: University of North Florida
- 37 Miami County: University of North Florida
- 38 Monroe County: University of North Florida
- 39 Nassau County: University of North Florida
- 40 Oklawaha County: University of North Florida
- 41 Okeechobee County: University of North Florida
- 42 Orange County: University of North Florida
- 43 Osceola County: University of North Florida
- 44 Palm Beach County: University of North Florida
- 45 Pasco County: University of North Florida
- 46 Pinellas County: University of North Florida
- 47 Polk County: University of North Florida
- 48 Putnam County: University of North Florida
- 49 St. Johns County: University of North Florida
- 50 St. Lucie County: University of North Florida
- 51 Suwannee County: University of North Florida
- 52 Taylor County: University of North Florida
- 53 Volusia County: University of North Florida
- 54 Washington County: University of North Florida
- 55 Walton County: University of North Florida
- 56 West County: University of North Florida

# Focus on SAT-Prep!

- Benefits of improved SAT scores:
  - Students have a greater chance of being accepted at their **university of choice**
  - Students who are having difficulty meeting the required score on FSA/ELA and/or Algebra 1 may meet the requirement via SAT concordant scores (current 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> graders). Students **see value** in the PSAT/SAT tests, therefore they put more emphasis into preparation
  - New Rules for concordant scores starting this year for **current 9<sup>th</sup> graders (Cohort 2022) and on:**
    - Concordant Scores for FSA ELA Grade 10: 480 SAT EBRW/ 18 ACT
    - Comparative Scores for FSA Algebra 1 EOC: 420 SAT math/ 16 ACT
  - Practicing and improving verbal (EBRW) and math skills will improve quality of work in all classes



# SAT Prep

## Literacy

### Essay & Language

- English Department Writing and Language Test preparation

## Reading

### ***All courses*** (except math)

Add at least one reading comprehension passage with 8-12 questions to tests at least four times per quarter

Literacy Coach is available to assist with passage selection and question design

## Math:

*Math Department* will be responsible for the majority of teaching/test practice

Math tests should follow the question amount/***timing*** of PSAT/SAT and should include both calculator and non-calculator sections

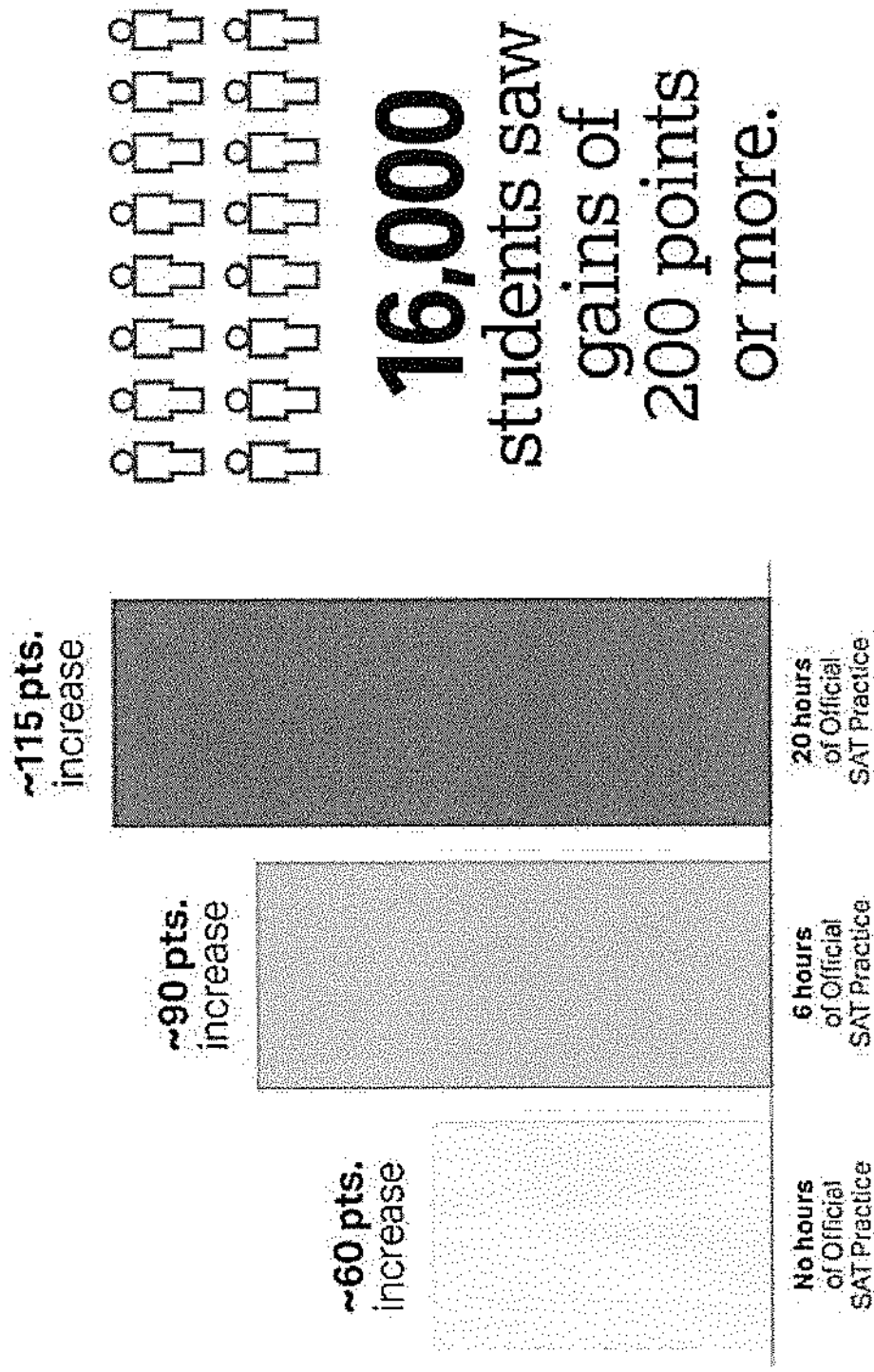
## Personalization:

Encourage and provide opportunities for students to practice on Khan Academy

# Khan Academy

- **Prepares Students with Practice on Khan Academy -- FREE**
  - Personalized recommendations for instruction and practice to help students fill their knowledge gaps
- **<https://www.khanacademy.org/sat>**
- **Directions on log in:**
  - First time users can create an account by using their Google, Facebook or email accounts.
  - Returning users use the Email account/ login and password they used to create the account.

# Official SAT Practice on Khan Academy to Substantial Student Score Gains from the PSAT/NMSQT to the Redesigned SAT



Based on 250,000 students from the Class of 2017

# Why link Khan Academy and College Board Accounts?

- Linking accounts will further **personalize** students' practice as item-level data from their PSAT/NMSQT or PSAT 8/9 will be used by Khan Academy to generate specific practice recommendations based on an actual exam taken under test-like conditions.
- All future scores from the SAT, PSAT/NMSQT, and PSAT 8/9 will also be sent to help customize their practice and recommendations on Khan Academy.
- Students will be able to jump right into practice without having to take any additional diagnostic quizzes or practice tests to get personalized recommendations.
- How to link:
- <https://www.youtube.com/watch?v=QIkCoQoZ21U>

# Practicing on Khan Academy with Personalized Recommendations

- Students start their practice in Math or Evidence Based Reading & Writing.
- The recommendations are based on how students did on the PSAT/NMSQT or PSAT 8/9.
- Keep practicing – with each additional problem and activity the personalization gets stronger and gets students closer to their goal score on the SAT, PSAT/NMSQT or PSAT 8/9.

The screenshot shows the Khan Academy SAT Practice interface. At the top, there's a navigation bar with links: Official SAT® Practice, Dashboard, Practice, Tips and Planning, Full Exams, and a College Board logo. The main content area has a dark background with the text 'TODAY'S GOAL Practice your skills. Choose the area you'd like to focus on for improvement today.' Below this are two buttons: 'Practice Reading & Writing' and 'Practice Math'. To the right, there's a section titled 'Top test scores' with a table showing scores for Math and Reading & Writing. Below that is a 'Current skill levels' section with icons for Math and Reading & Writing. At the bottom right is a 'Frequently asked questions' link.

Top test scores		View Full Exams	
	MATH	READING & WRITING	
TOTAL	1280	600	680

Current skill levels: Math, Reading & Writing

Frequently asked questions


Check out our frequently asked questions. Then let us know if you have a problem or an idea for making this system better!

## MATH

## READING &amp; WRITING

OVERALL  
Math

## Your Math practice recommendations



LAST MISSED ON YOUR PSAT  
**Linear equation word problems**  
Level 3 questions completed: 0 of 27

Practice this skill

Linear equation  
word problemsLinear inequality  
word problemsGraphing linear  
equations15 min  
USED THIS SECTION  
Math (Calculator Off)Let us know if you have a problem or an idea for making this system better!

## Or choose from the full list of Math practice and videos

## Heart of algebra

These skills focus on linear equations, their graphs, and their applications.

HOW-TO EXAMPLES



Solving linear equations and linear inequalities

Practice



Basic example

# Content Alignment

- Reading and Writing
  - Alignment across content areas for Added Rigor
- Math
  - Most of the SAT focuses on algebra, with a smaller portion of geometry and trigonometry, much like high school math classes.

# Reading Content Alignment

## • Increasing Text Complexity

Examples of Progression			
Area of Focus	PSAT 8/9	PSAT 10 AND PSAT/NMSQT	SAT
<b>Inference</b>	Draw a fairly simple, one-step conclusion spelled out clearly in text.	Draw an inference to reach the right conclusion.	Perform several steps to draw the right conclusion.
<b>Relationships</b>	Identify relationships based on multiple, fairly straightforward pieces of information stated in the text.	Infer somewhat more complicated relationships based on more subtle pieces of information stated in the text.	Infer more complex relationships from the text by piecing facts or incidents together.
<b>Graphics</b>	Determine explicit meaning from the graphic or text.	Recognize trends in graphical data.	Synthesize information from a graphic and passage.



# Writing and Language Content Alignment

- **Increasing Sophistication**

- Questions ask students to make increasingly sophisticated choices in vocabulary, sentence structure

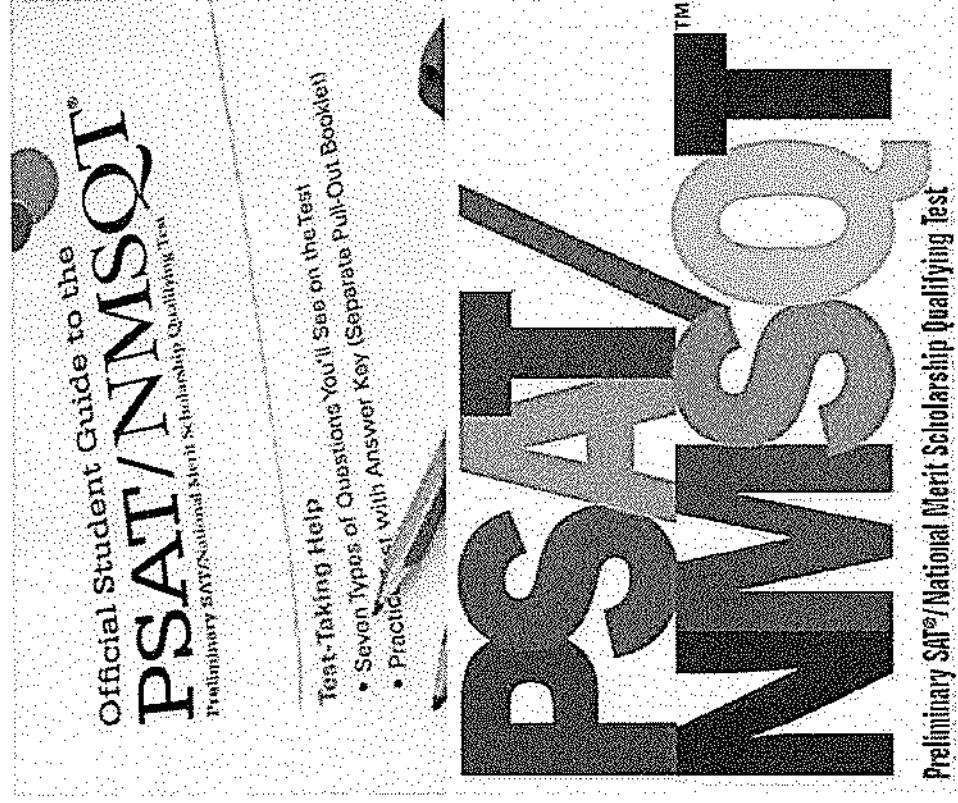
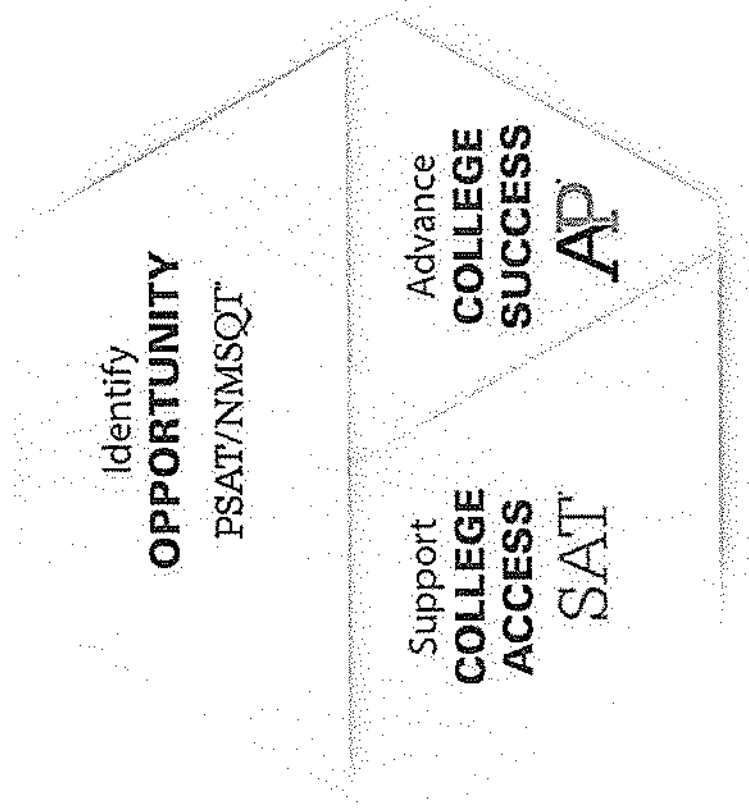
Examples of Progression			
Area of Focus	PSAT 8/9	PSAT 10 AND PSAT/NMSQT	SAT
<b>Punctuation</b>	Use punctuation effectively in simple contexts, such as using commas to separate items in a list.	Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list.	Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses.
<b>Sentence Structure</b>	Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase.	Edit compound and complex sentences, including sentences with introductory phrases and clauses.	Edit syntactically challenging sentences, such as lengthy sentences that include several clauses.
<b>Graphics</b>	Accurately incorporate basic information from graphics into a text.	Accurately incorporate somewhat detailed or nuanced information from graphics into a text.	Incorporate accurate, specific, and complex information from graphics into a text.

# Math Content Alignment

Examples of Progression			
Area of Focus	PSAT 8/9	PSAT 10 AND PSAT/NMSQT	SAT
<b>Complexity</b>	Many items requiring one or two steps to solve.	Many items requiring two or more steps to solve.	Emphasis on multistep problems.
<b>Geometry</b>	May require the use of common geometric equations.	May require the use of common geometric equations and spatial reasoning.	Requires the use of geometry concepts and reasoning.
<b>Probability and Statistics</b>	Includes ratios, proportions, percents, introductory probability, and statistics.	Requires comparing linear and exponential growth.	Includes statistics topics such as sampling and inferring correlation and causation from a research method.
<b>Trigonometry</b>	May require the use of properties of right triangles to solve problems.	Requires the use of trigonometric relationships.	Requires the use of trigonometry.

# PSAT:

## Get Ready for Score Reports



# Reports that Inform Instruction

- **STANDARD REPORTS ACROSS THE SAT SUITE OF ASSESSMENTS**

- Student Score Report
- Score Roster Report
- Scores by Institution (School) Report
- *Instructional Planning Report*
- *Question Analysis Report*
- Cohort Longitudinal Report
- Scores by Demographics Report
- Benchmark by Institution and Demographics Report
- Score Trends by Institution Report
- Score Trends by Demographics Report

<https://collegereadiness.collegeboard.org/pdf/redesigne-d-sat-k12-using-scores-and-reporting-inform-instruction.pdf>

# Resources are available by CB

- <https://collegereadiness.collegeboard.org/psat-8-9/k12-educators/resource-library>

■ <https://collegereadiness.collegeboard.org/psat-8-9/k12-educators/resource-library>

SAT Suite of Assessments SAT ▼ PSAT/NMSQT and PSAT 10 ▼ PSAT 8/9 ▼ About ▼ For Educators ▼ More ▼

pdf | 1.26 MB



**Using Your PSAT 8/9 Scores to Prepare for College**  
Use this presentation to show students how to access PSAT 8/9 scores online, understand score reports, and more.

sst | 3.86 MB



**Lesson Plan: Using Your PSAT 8/9 Scores to Prepare for College**  
Use this lesson plan, along with its accompanying presentation, to walk students through their score reports.

pdf | 2.32 MB



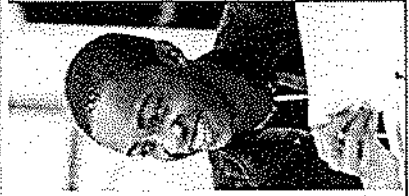
**College and Career Readiness Benchmarks for the SAT Suite of Assessments**  
Learn how to use benchmarks, test scores, and subscores to support student success.

pdf | 281 KB

## Fact Sheets



**PSAT 8/9 Assessment Flyer for Educators**



### Get to Know the PSAT™ 8/9

The PSAT™ 8/9 is a highly relevant test to your future success because it focuses on the skills and knowledge at the heart of education, it

- Shows how well you are doing in school
- The PSAT 8/9 measures reading, writing and language, and math skills developed over many years, built in and out of school
- The PSAT 8/9 also tells you how well you are doing in school, based on your score, as a measure of your readiness for college
- You don't have to discover secret tricks or learn the night before
- There is no penalty for guessing on PSAT 8/9
- 2 hours, 25 minutes

CollegeBoard

## Contents

- 3 Lesson Options with Approximate Timing
- 8 Section 1: Online Score Reporting
- 18 Section 2: PSAT 8/9 Paper Score Report
- 24 Section 3: Additional College Planning Resources
- 33 Handout: Your Scores: Next Steps

USING YOUR PSAT 8/9 SCORES TO PREPARE FOR COLLEGE

### Presenter's Notes

SLIDE 2	OBJECTIVE
	Students will understand why the PSAT™ 8/9 is relevant to their high school success.

This slide will provide students with information about the new PSAT 8/9. The PSAT 8/9 is focused on the skills and knowledge they are working on in their classes in school. Students don't need to learn additional facts or formulas in order to be successful. They don't have to worry about "gaming" the test — their scores will be based only on the questions they answer correctly (there is no penalty for wrong answers). Ask students if this information matches their perception of the PSAT 8/9. If students have already taken the assessment, you may want to ask them if they agree with the statements on the slide, or if they would like to comment on their assessment experience with the PSAT 8/9.

# Student Score Report

CollegeBoard

## PSAT™ 8/9

### Your Score Report

Your Evidence-Based  
Reading and Writing Score

360 | 120 to 720

Your Nationally  
Representative **20th** Sample  
Percentile



You are on track for college readiness.

Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on [khanacademy.org/sat](https://khanacademy.org/sat).

Your Total Score

780 | 240 to 1440

Your Nationally  
Representative **23rd** Sample  
Percentile

Keep in mind,  
the PSAT™ 8/9,  
PSAT/NMSQT®, and  
SAT® are on  
the same scale.

Your score shows you how you would have scored that day on the PSAT/NMSQT® and SAT®. How well you do depends on what you do next!

Your Math Score

420 | 120 to 720

Your Nationally  
Representative **40th** Sample  
Percentile



Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Let's get you back on track, so you won't have to take noncredit courses in college. You have free, personalized recommendations waiting for you on [khanacademy.org/sat](https://khanacademy.org/sat).

#### The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses.

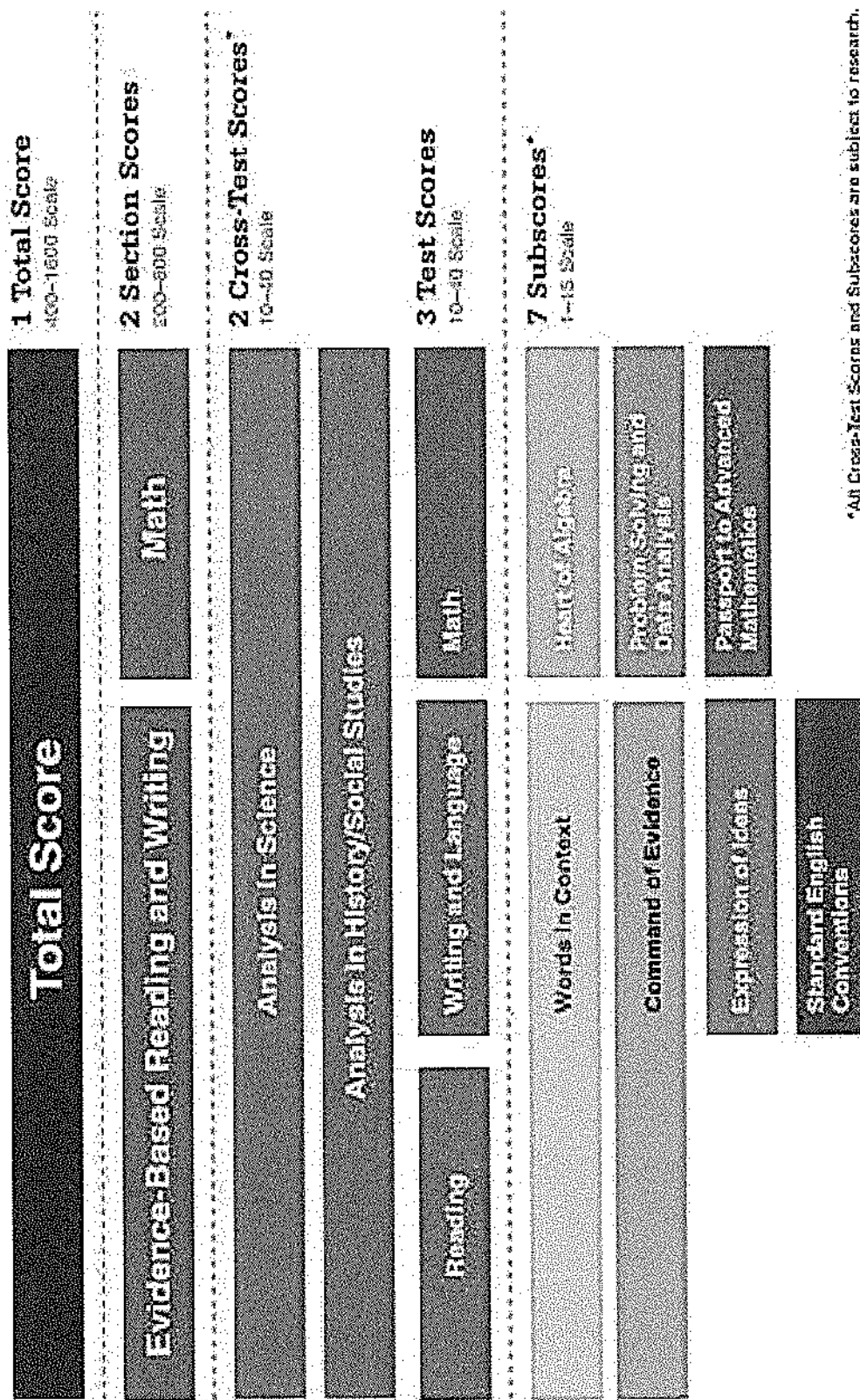
Need to strengthen skills

Approaching Benchmark

Meet or exceed Benchmark

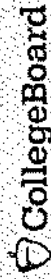
\*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strength and weaknesses compared to the typical performance of students in your grade.

# Student Score Report



The graphic above shows score ranges for SAT. PSAT-related assessments have slightly different score ranges.

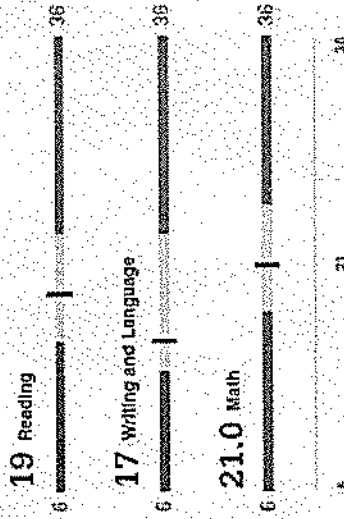
# Student Score Report



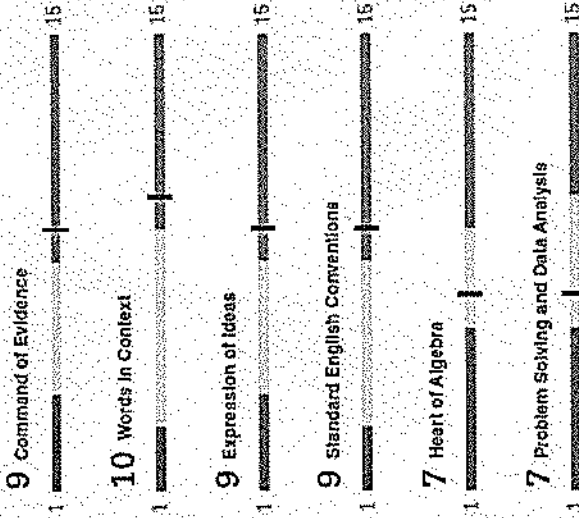
## PSAT™ 8/9

### Your Score Report

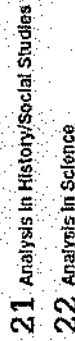
**Test Scores** 6 to 36 range\*



**Subscores** 1 to 15 range\*



**Cross-Test Scores** 6 to 36 range



When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range and reflects the range your scores will likely fall in upon retaking. For the PSAT™ 8/9 these ranges are approximate.

Total Your score = 48 points.  
Section Your score = 36 points.  
Test Scores and Cross-Test Scores Your score = 3 points.  
Subscores Your score = 2 points.

Remember that you will receive scores in the same areas when you take the PSAT/NMSQT and SAT.

**\$11.00 in** Beginning in March 2016

Ima B. Student



# Student Score Report

Your score indicates that you are already likely able to:

- Revise text as needed to improve the exactness of content appropriate to word choices within somewhat challenging texts
- Retain or add information or ideas to a piece of a text to support claims or points in somewhat challenging text
- Revise somewhat challenging text to ensure that information is presented in the most logical order
- Revise text as needed to improve the exactness of content appropriate to word choices within somewhat challenging texts

**19**  
6 to 36

Reading Test

improve your skills by focusing on your ability to:

- Retain or add information or ideas to a piece of text to support claims or points in challenging text
- Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience
- Revise text as needed to improve the exactness of content appropriate to word choices within challenging texts
- Retain or add information or ideas to a piece of text to support claims or points in challenging text
- Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

## Writing and Language Test

- Draw descriptive comparisons from somewhat challenging texts
- Describe the overall structure of a somewhat challenging text
- Identify claims and counterclaims explicitly stated in a somewhat challenging passage
- Revise text as needed to improve the exactness of content appropriate to word choices within somewhat challenging texts

**17**  
6 to 36

- Draw reasonable inferences and logical conclusions from challenging texts
- Analyze information presented qualitatively in such forms as graphs, tables, and charts and make that information in information presented in somewhat challenging text
- Determine how the selection of specific words shapes meaning and tone in a challenging passage
- Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience
- Retain or add information or ideas to a piece of text to support claims or points in challenging text

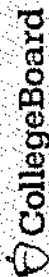
## Math Test

- Interpret a linear inequality in one variable with rational coefficients that represents a context. Select the equation or a line of best fit and interpret the slope and intercept of the line in the context of the situation (when a linear model is appropriate)
- Interpret asymptotic statistics understanding and using margin of error
- Solve and interpret a quadratic function or equation that represents a context and requires multiple steps
- Calculate and interpret frequency distributions using tables and

**21.0**  
6 to 36

- Determine how a graph may be affected by a change to its equation
- Determine the value of a constant or coefficient for an equation with no solution or infinitely many solutions
- Using a specified model, make a prediction and compare the predicted values with the actual values in the data set
- Within a context, compare the center of two separate data sets with different spreads

# Student Score Report



## PSAT™ 8/9

### Your Score Report

Writing and Language Math Test – Calculator Math Test – No Calculator

Reading					Writing and Language					Math Test – Calculator					Math Test – No Calculator				
Question #	Your Answer	Difficulty	Subscore	Cross-Test Score	Question #	Your Answer	Difficulty	Subscore	Cross-Test Score	Question #	Your Answer	Difficulty	Subscore	Cross-Test Score	Question #	Your Answer	Difficulty	Subscore	Cross-Test Score
1	✓	***	SEC		1	✓	***	HOA		1	✓	***	HOA		1	✓	***	HOA	
2	✓	***	EOI, COE		2	✓	***	PSD		2	✓	***	PSD		2	✓	***	HOA	
3	✓	***	EOI, WIC		3	✓	***	PSD		3	✓	***	PSD		3	✓	***	HOA	
4	✓	***	SEC		4	✓	***	HOA		4	✓	***	HOA		4	✓	***	HOA	
5	✓	***	EOI, WIC		5	✓	***	PSD		5	✓	***	PSD		5	✓	***	HOA	
6	✓	***	SEC		6	✓	***	HOA		6	✓	***	HOA		6	✓	***	HOA	
7	✓	***	EOI, COE		7	✓	***	HOA		7	✓	***	HOA		7	✓	***	HOA	
8	✓	***	EOI		8	✓	***	PSD		8	✓	***	PSD		8	✓	***	HOA	
9	✓	***	EOI		9	✓	***	PSD		9	✓	***	PSD		9	✓	***	HOA	
10	✓	***	SEC		10	✓	***	HOA		10	✓	***	HOA		10	✓	***	HOA	
11	✓	***	SEC		11	✓	***	HOA		11	✓	***	HOA		11	✓	***	HOA	
12	✓	***	EOI, COE		12	✓	***	PSD		12	✓	***	PSD		12	✓	***	HOA	
13	✓	***	EOI, COE		13	✓	***	PSD		13	✓	***	PSD		13	✓	***	HOA	
14	✓	***	SEC		14	✓	***	PSD		14	✓	***	PSD		14	✓	***	HOA	
15	✓	***	EOI		15	✓	***	HOA		15	✓	***	HOA		15	✓	***	HOA	
16	✓	***	SEC		16	✓	***	PSD		16	✓	***	PSD		16	✓	***	HOA	
17	✓	***	EOI, WIC		17	✓	***	HOA		17	✓	***	HOA		17	✓	***	HOA	
18	✓	***	EOI		18	✓	***	PSD		18	✓	***	PSD		18	✓	***	HOA	
19	✓	***	SEC		19	✓	***	PSD		19	✓	***	PSD		19	✓	***	HOA	
20	✓	***	EOI, WIC		20	✓	***	PSD		20	✓	***	PSD		20	✓	***	HOA	
21	✓	***	SEC		21	✓	***	PSD		21	✓	***	PSD		21	✓	***	HOA	
22	✓	***	EOI, WIC		22	✓	***	PSD		22	✓	***	PSD		22	✓	***	HOA	

**Key:**

- ✓ Correct
- ✗ Incorrect
- Omitted
- U Unscorable
- \*\*\* Easy
- \*\*\* Medium
- \*\*\* Hard

**Subscore:**

- COE Centre and of Evidence
- WIC Words in Context
- EOI Expression of Ideas
- SEC Standard English Conventions
- HOA Heart of Algebra
- PSD Problem Solving and Data Analysis

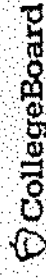
**Cross-Test Score:**

- HSS Analysis in History/Social Studies
- SCI Analysis in Science

**Key:**

- ✓ Correct
- ✗ Incorrect
- Omitted
- U Unscorable
- \*\*\* Easy

# PSAT 8/9 alignment to Florida Standards



Florida Grade 6 Math Standards: Ratios and Proportional Relationships	PSAT 8/9 Math Test
Understand ratio concepts and use ratio reasoning to solve problems.	
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	<b>Problem Solving and Data Analysis</b>  Ratios, rates, proportional relationships, and units
2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	<b>Problem Solving and Data Analysis</b>  Ratios, rates, proportional relationships, and units
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find	<b>Problem Solving and Data Analysis</b>  Ratios, rates, proportional relationships, and units Percentages

# PSAT/NMSQT alignment to Florida Standards



## Math Alignment: Florida's Standards and PSAT/NMSQT and PSAT 10

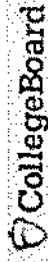
The alignment between the Florida Standards for High School Mathematics and the PSAT/NMSQT and PSAT 10 Math Test is shown in tables 26 and 27. Table 25, Florida High School Math Standards Alignment: FL to PSAT/NMSQT and PSAT 10, details the Florida-PSAT/NMSQT and PSAT 10 alignment using Florida's standards as the organizing principle. A standard is considered aligned if the content covered by the Florida standard is measured on the PSAT/NMSQT and PSAT 10. For those standards that are covered, the PSAT/NMSQT and PSAT 10 content dimensions are presented in the right-hand column. If the PSAT/NMSQT and PSAT 10 column is blank, the knowledge or skill covered by the standard is not assessed on the PSAT/NMSQT or PSAT 10.

Table 27, Florida High School Math Standards Alignment: PSAT/NMSQT and PSAT 10 to FL, shows the PSAT/NMSQT and PSAT 10-Florida alignment using PSAT/NMSQT and PSAT 10 content specifications as the organizing principle. In this table, the complete PSAT/NMSQT and PSAT 10 content specifications are shown with the relevant Florida standards aligned to each PSAT/NMSQT and PSAT 10 content dimension.

**Table 26: Florida High School Math Standards Alignment: FL to PSAT/NMSQT and PSAT 10**

Florida High School Math Standards: Number and Quantity		PSAT/NMSQT and PSAT 10 Math Test
N-RN The Real Number System		
Extend the properties of exponents to rational exponents.		
1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer		

# SAT alignment to Florida Standards



## Math Alignment: Florida's Standards and SAT

The alignment between the Florida Standards for High School Mathematics and the SAT Math Test is shown in tables 15 and 16. Table 15, Florida High School Math Standards Alignment: FL to SAT, details the Florida-SAT alignment using Florida's standards as the organizing principle. A standard is considered aligned if the content covered by the Florida standard is measured on the SAT. For those standards that are covered, the SAT content dimensions are presented in the right-hand column. If the SAT column is blank, the knowledge or skill covered by the standard is not assessed on the SAT.

Table 16, SAT Math Test Alignment: SAT to FL, details the SAT-Florida alignment using SAT content specifications as the organization principle. In this table, the complete SAT content specifications are shown with the relevant Florida standards aligned to each SAT content dimension.

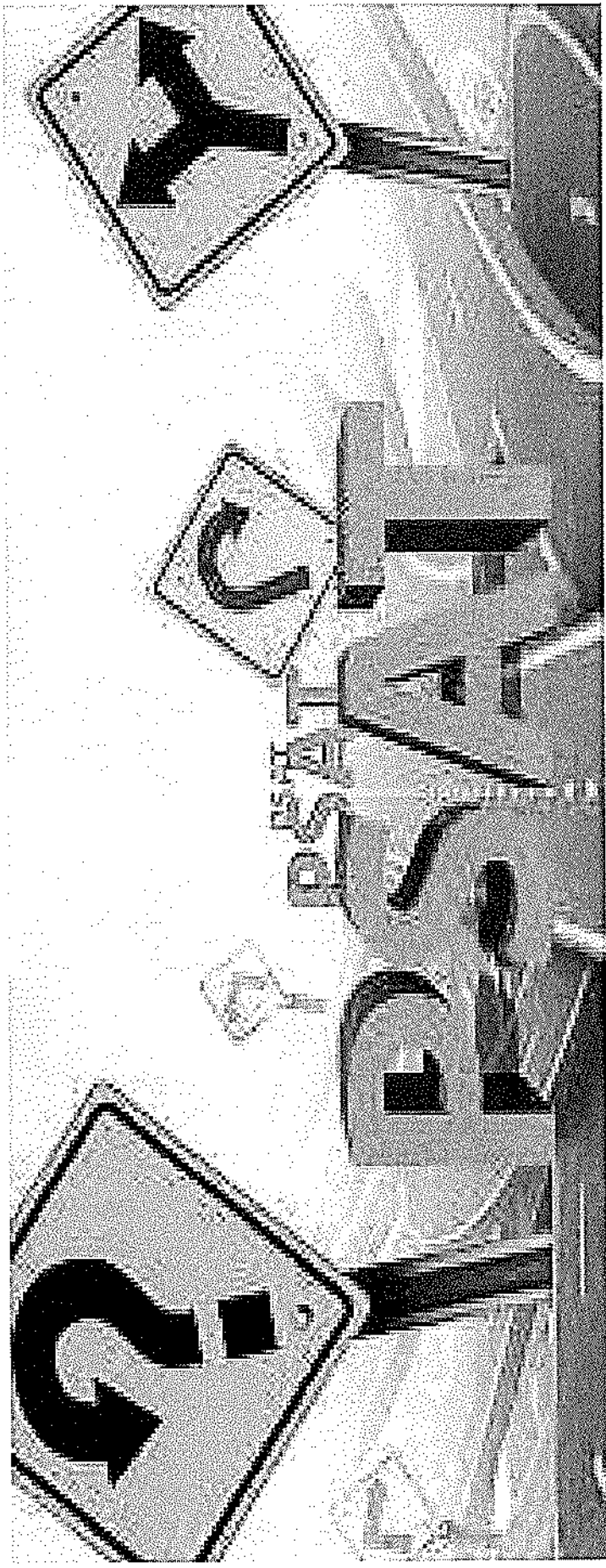
**Table 15: Florida High School Math Standards Alignment: FL to SAT**

Florida High School Math Standards: Number and Quantity	SAT Math Test
N-RN The Real Number System	
Extend the properties of exponents to rational exponents.	
1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Passport to Advanced Math Equivalent expressions



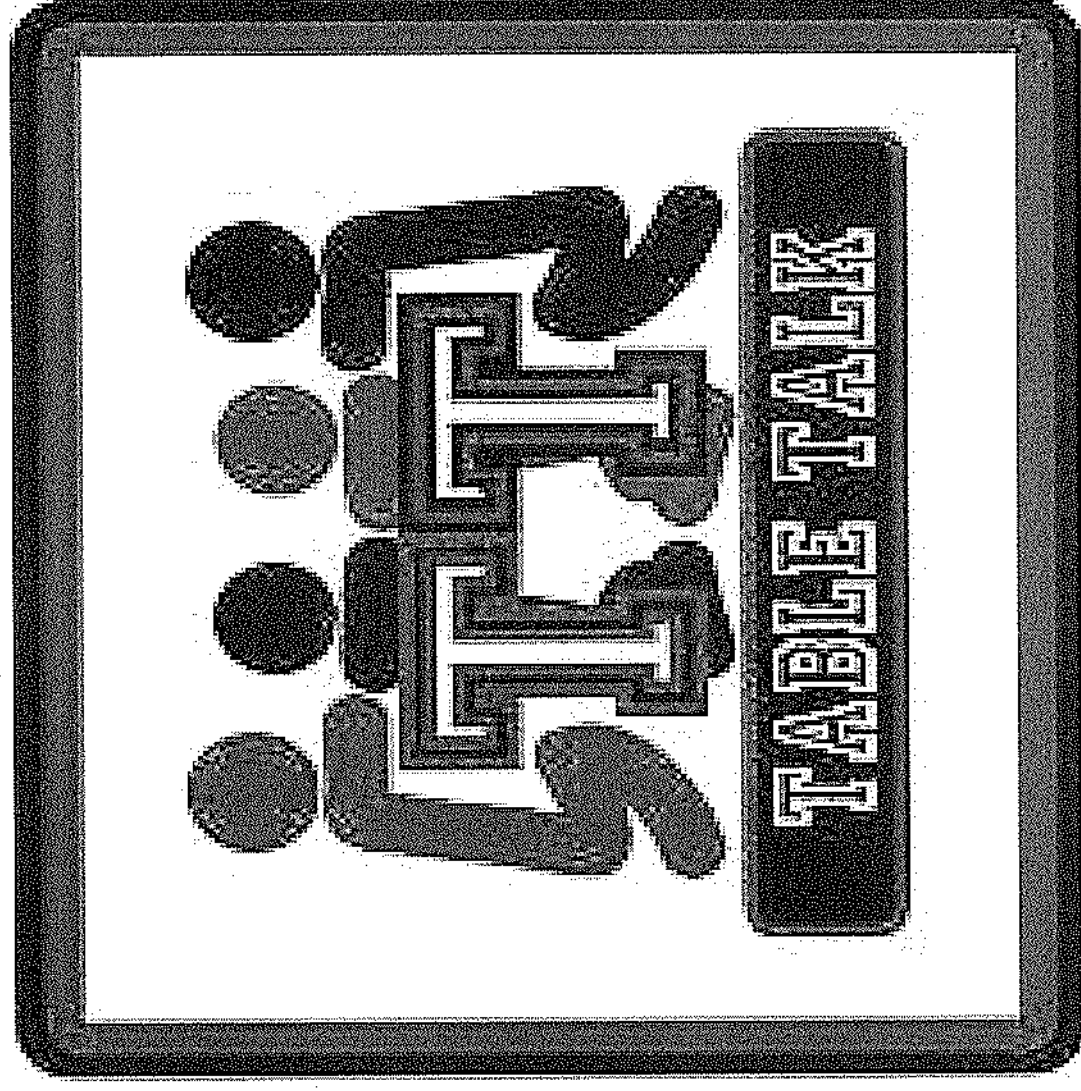
# The PSAT Data is Rich!

- Student Performance      • Question Analysis
- Instructional Planning Report
- Scores Scaled to SAT      • NMSQT for 11<sup>th</sup> Grade
- Khan Academy Customized SAT Prep



# Table Talk – 3 Minutes

How can we  
use PSAT  
data along  
with FSA  
data to drive  
our  
instruction?





2018-2019 SAT & ACT Test Dates  
Cooper City High School  
CEEB Code 100-286

Free On Site  
Administration of the  
SAT for ALL Juniors in  
March

## ACT

Register at: <http://www.actstudent.org/>

Test Date	Registration Deadline	Late Fee Required
-----------	-----------------------	-------------------

September 8	August 10	Aug 11-26
October 27	September 28	Sept 29-Oct 14
December 8	November 2	Nov 3-19
February 9	January 11	Jan 12-18
April 13	March 8	March 9-25
June 8	May 3	May 4-20
July 13	June 14	June 15-24

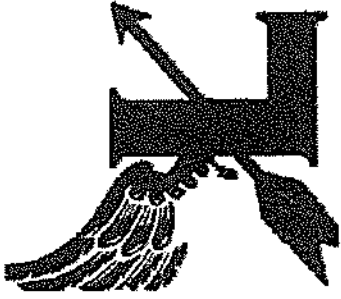
## SAT

Register at: <http://sat.collegeboard.org/home>

Test Date	Registration Deadline	Late Fee Required
-----------	-----------------------	-------------------

August 25	July 27	July 28 – Aug 15
October 6	September 7	Sept 8-26
November 3	October 5	Oct 6-24
December 1	November 2	Nov 3-20
March 9	February 8	Feb 9-27
May 4	April 5	April 6-24
June 1	May 3	May 4-22





# Using PSAT/SAT to Increase Rigor and Achievement

Cooper City HS  
Fort Lauderdale HS  
Hollywood Hills HS



Using PSAT/SAT to Increase Rigor and Achievement

9/7/2018

# FSA ELA new concordant score

Concordant Scores for FSA ELA Grade 10		
SAT EBRW (Scale of 200–800)	ACT (English and Reading Components each on a Scale of 1–36)	
480*	18**	

\*As noted previously, scale scores on the recently-revised SAT EBRW are not comparable to scale scores on the previous version of the SAT Critical Reading, so the new SAT EBRW concordant score of 480 is not comparable to the previous SAT Critical Reading concordant score of 430.

\*\*The concordant score for ACT is the average of the combined English and Reading subject tests. If the average is a decimal, round up to the nearest whole number. The scores for the English and Reading components of the ACT are not required to come from the same test administration when averaging.

# FLHS aligned ELA to PSAT in

**order to:**

- Be prepared for Common Core Standards
- Stop chasing ever changing standards
  - i.e. Sunshine State Standards
  - Next Generation Sunshine State Standards
  - Common Core Standards
  - Florida Standards
- Increase student achievement
- Help teachers prepare students for high stakes assessments

# Why Infuse College Board Standards?

- To prepare students for college/career and life
- To align instruction to rigorous assessments
- To increase rigor in instruction and change teacher perspective regarding rigor
- To make requirements of standards clear
- To create a culture of college readiness
- To Increase student achievement on FSA and SAT

# What were our outcomes?

- PSAT scores and SAT scores higher than State and District average scores, even though ALL students in 9, 10, and 11 grade take the test
- Number of students using SAT Reading for graduation concordant score increased
- Graduation rate increased
- Number of National Merit Scholar Finalists increased
- FSA scores increased

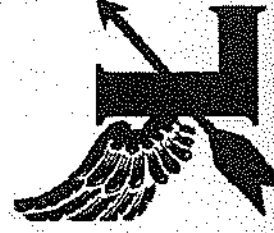
# Additional Outcomes

- Increased teacher expertise
- Mindset shift to college culture
- Alignment to standards across curriculum
- Increase in teacher collaboration
- Increase teacher talk about standards based instruction

# Fort Lauderdale HS Data

FLHS	ELA	Gains	Low 25%
2018	67	63	51
2017	67	57	40
2016	67	58	37
2015	67 (Baseline)	n/a	n/a
2014	61	65	63

FLHS	GRAD RATE
2018	98
2017	96
2016	94
2015	91
2014	92



Measuring Progress and PSAT/Satellite/Blended Learning

9/7/2018



# Hollywood Hills FSA ELA Data



School	ELA Ach. (17)	ELA Ach. (18)	ELA Learning Gains (17)	ELA Learning Gains (18)	ELA Lowest 25% (17)	ELA Lowest 25% (18)
Hollywood Hills High	37	46 (+9)	38	48 (+10)	28	30 (+2)

Revised for the PSAT/Rigoristics/Performance

9/7/2013



# Why not just unpack standards?

## Sample wording of an ELA standard

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

# Sample PSAT Question

**It is reasonable to conclude that the main goal of the scientists conducting the research described in the passage is to**

- A) learn how the hibernation patterns of bears and squirrels differ.
- B) determine the role that fat plays in hibernation.
- C) illustrate the important health benefits of exercise for humans.
- D) explore possible ways to prevent human diseases.

**Which choice provides the best evidence for the answer to the previous question?**

- A) Lines 1-5 ("Understanding... dystrophy")
- B) Lines 10-13 ("Fat... squirrels")
- C) Lines 31-35 ("To... bears")
- D) Lines 42-46 ("Once... tissues")

# Correlation of Standards

FSA

College Board

- Key Ideas and Details
  - Command of Evidence
- Craft and Structure
  - Expression of Ideas
- Integration of Knowledge and Ideas
  - Command of Evidence
- Language and Editing Task
  - Standard English Conventions
- Text Based Writing
  - Essay

# Ft. Lauderdale Implementation

## Steps

- Created ELA PLC teams based on grade levels
- Teacher teams researched and correlated the College Board and FSA standards
- Teacher team developed assessments and activities reflective of the standards
- Developed IFCs for Grades 9 – 12
- Developed and implemented 8 formative objective assessments and 5 formative written assessments that drive the CARE cycle

# Hollywood Hills Implementation

## Steps



- Created a College and Career Culture with PSD Power Days
- Researched SAT/FSA Standards, created the ELA IFC and then created SS, Science, School-wide based off of ELA IFC.
- PSAT PD during weekly PLCs
- PSAT mini assessments during PSD Power Days with Accountable Talk
- Used Accountable Talk to review PSAT answers and reviewed in SS, Science and English classes



# 2017-2018 Monthly Common Assessment Focus- English 9 & 10

## "Advancing a College and Career Readiness Culture"



Cycle 1: August 28-September 29	Cycle 2: October 2-October 31
<p><b>Reading Focus:</b></p> <p><b>LAFS.910.RL.1.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>LAFS.910.RL.1.3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>LAFS.910.RL.2.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>LAFS.910.RL.2.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Language Focus:</b></p> <p><b>LAFS.910.L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.</p> <p><b>Writing Focus:</b></p> <p><b>LAFS.910.W.1.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>Reading Focus:</b></p> <p><b>LAFS.910.RL.1.1:</b> Cite strong, thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>LAFS.910.RL.1.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how the idea emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>LAFS.910.RL.2.5:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>LAFS.910.RL.2.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>Language Focus:</b></p> <p><b>LAFS.910.L.3.4:</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p><b>Writing Focus:</b></p> <p><b>LAFS.910.W.1.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

# Accountable Talk



"I agree with you because."  
"Where do you see that?"  
"How does that connect to?"  
"I have a different opinion."  
"I also noticed." "Do you agree?"  
"Is there another way to solve the problem?"  
"Did everyone hear that?"  
"I have something to add."  
"What did you mean when you said?"  
"Say more. We can wait."  
"Say more about what you mean."  
"What is your evidence?"  
"Who can add to what was said?"  
"Can you repeat what \_\_\_\_\_ said?"  
"I would like to add to that."



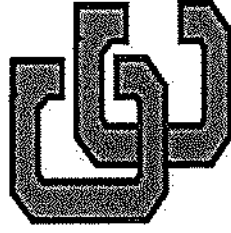
# New Rules in Math!

- The PERT will not be allowed to be used as a comparative score for Algebra after 8/1/2018.
- However, any tests from the SAT or ACT taken after 8/1/2018 must meet the new concordance scores.

Comparative Scores for FSA Algebra 1 EOC	
SAT Mathematics (Scale of 200–800)	ACT Mathematics (Scale of 1–36)
420	16

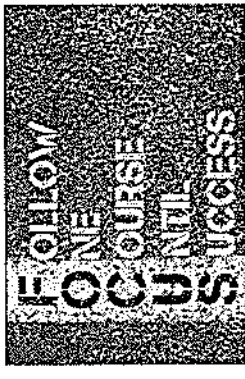


# Cooper City FSA Math Data



School Grade Indicators	2018	2017	2016	2015	Δ 17-18	Δ 16 - 17	Δ 15 - 16
Math Achievement	71	67	65	62	↑4	↑2	↑3
Math Learning Gains %	45	44	46	N/A	↑1	-2	N/A
Math Low 25% Gains	54	35	37	N/A	↑19	-2	N/A

# Cooper City Implementation



- Teacher commitment and buy-in
- Data
- Plan: IFC -developed by teachers – Alg/Geo PLC
- Exposing students to SAT types of questions daily
  - the most commonly missed questions as warm ups
  - bringing in real life examples
  - alignment of standards: SAT, math nation
- Khan Academy practice (Alg 2 and upper level)
- **CARE Cycle** – ongoing conversations
- Emphasis on **Student voice** – active participation



Implementation PSA/ELA/Geo/PLC/PLC

9/7/2018

# Accountable Talk in Math

## ★ Math Talk ★

- I agree/disagree with you because...
- What I heard you say was...
- What key words helped you solve this?
- Can you explain this to me?
- What were you thinking here?
- How did you solve it?
- What did you start with?
- Why did you choose that operation?
- What strategy did you use?
- Why did you choose that strategy?
- How did you know your answer was right?
- Prove your answer is right.
- How else can you solve it?
- How did this help you understand?
- How is this like other problems you've solved?



# Measure of Impact/Success

PSAT Data tracking at CCHS	% of students w/correct answer in October (PSAT data)	% of students w correct answer in January (teacher tracked)
Algebra and Modeling w/out calculator	29.5%	43.2%
Algebra and Modeling w/ calculator	29.1	57.5%
Statistics & the Number System	21.5%	44.7%

Measuring the PSAT/Prep Score

9/7/2018

# K-12 Reporting Details

- Access to Rich Data
- Every AP Should Have Access
- Provide Teachers Summary Access  
(not individual student information)
- Have Access Contact Information for Your School



Contact Sasha Williams  
for Data Assistance

9/7/2018

## Assessment Reporting for K-12 Educators

### Sign In with Your College Board Account

If you don't have access to Assessment Reporting yet, we'll tell you what to do next.

Username

Password

Sign In

Forgot username or password?

Create a College Board account.

View and analyze student scores and download data files for these exams:

- SAT and SAT Subject Tests
- PSAT/NMSQT
- PSAT 10
- PSAT 8/9

### Are You a Student?

Get your scores.

### Access Managers

Grant access and assign roles to colleagues.

Go to the [Managing Access tool](#).

### Share Feedback

# Reports that Inform Instruction – College Board

- **STANDARD REPORTS ACROSS THE SAT SUITE OF ASSESSMENTS**

- Student Score Report
- Score Roster Report
- Scores by Institution (School) Report
- *Instructional Planning Report*
- *Question Analysis Report*
- Cohort Longitudinal Report
- Scores by Demographics Report
- Benchmark by Institution and Demographics Report
- Score Trends by Institution Report
- Score Trends by Demographics Report

<https://collegereadiness.collegeboard.org/pdf/redesign-ed-sat-k12-using-scores-and-reporting-information-7-2016-instruction.pdf>





# Lessons Learned

- Full support from the Instructional leaders
- Weekly team meetings to discuss assessment results
- Patience with adult learning
- Shared accountability
- Multiple learning interactions spread over time

**ALONE  
WE CAN DO  
SO LITTLE;  
TOGETHER  
WE CAN DO  
SO MUCH.**

Visit [www.bmalh.com](http://www.bmalh.com) for More Quotes.

*Helen Keller*

Infusing rigor into PISA(R) beliefs and attitudes

9/7/2018

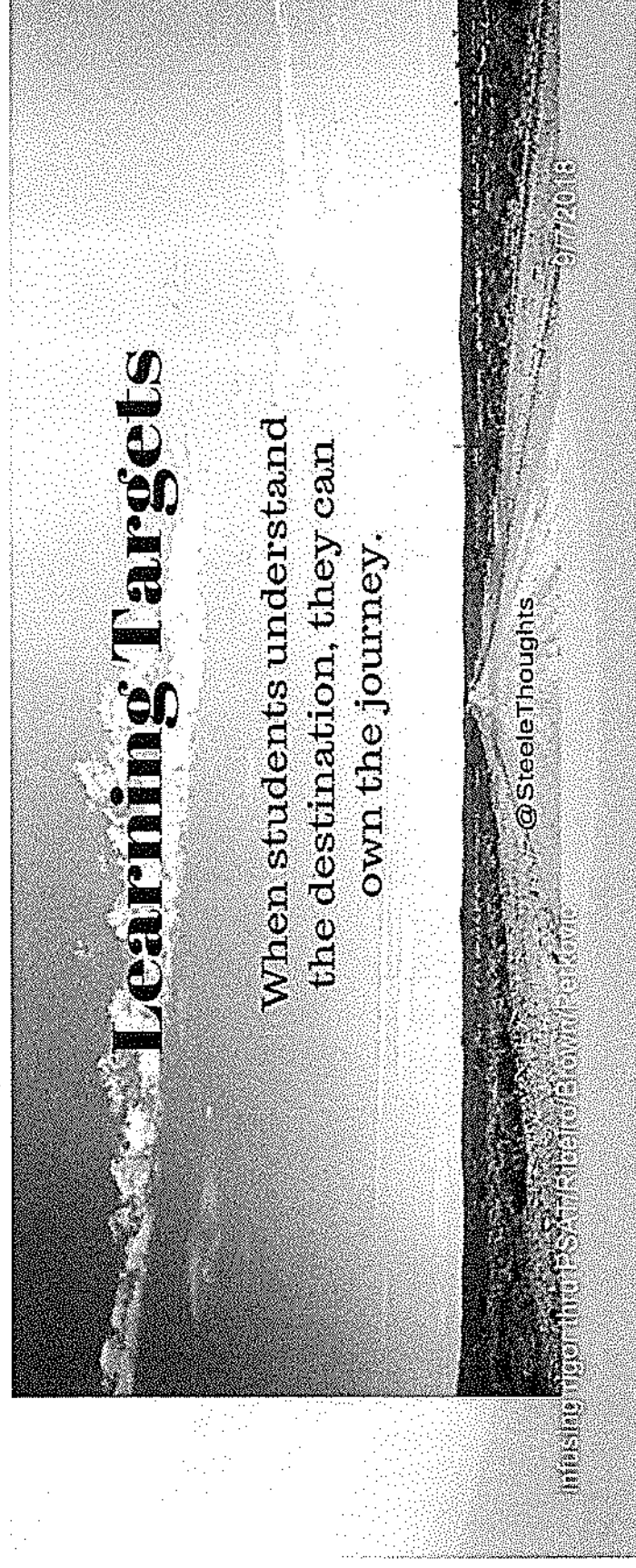
# Little Extras for Teachers



- In order for teachers to deliver high quality individualized instruction – they have to be well prepared, developed and **supported**
- Ongoing feedback – coaching conversation
- Teachers work on IFC during summer for stipend
- Collective time for grading out of classroom during school year to calibrate writing expectations and scoring
- Reading teachers aligned with ELA and are part of the ELA PLC

# Additional Support for Students

- Link PSAT scores and registered all students on Khan Academy through ELA classes
- Khan Academy PSAT practice progress monitored by teachers
- Khan Academy used for enrichment activity



# Barriers we faced to implement Alignment to PSAT & SAT

## **Teachers don't want to teach to the test**

Teach standards and content: but assess the way students will be assessed and at appropriate level of rigor.

## **It takes too long to create an aligned test**

Don't reinvent the wheel. Use the test questions from the practice PSAT.

## **Lowest quartile students will become too frustrated**

Scaffold skills, give fewer questions, but don't teach at a lower level of rigor. Students need consistent exposure to rigor. In addition, a little guided struggle helps increase student stamina.

# Barriers

## **Faking it or Making it**

Follow through and monitor compliance versus quality implementation.

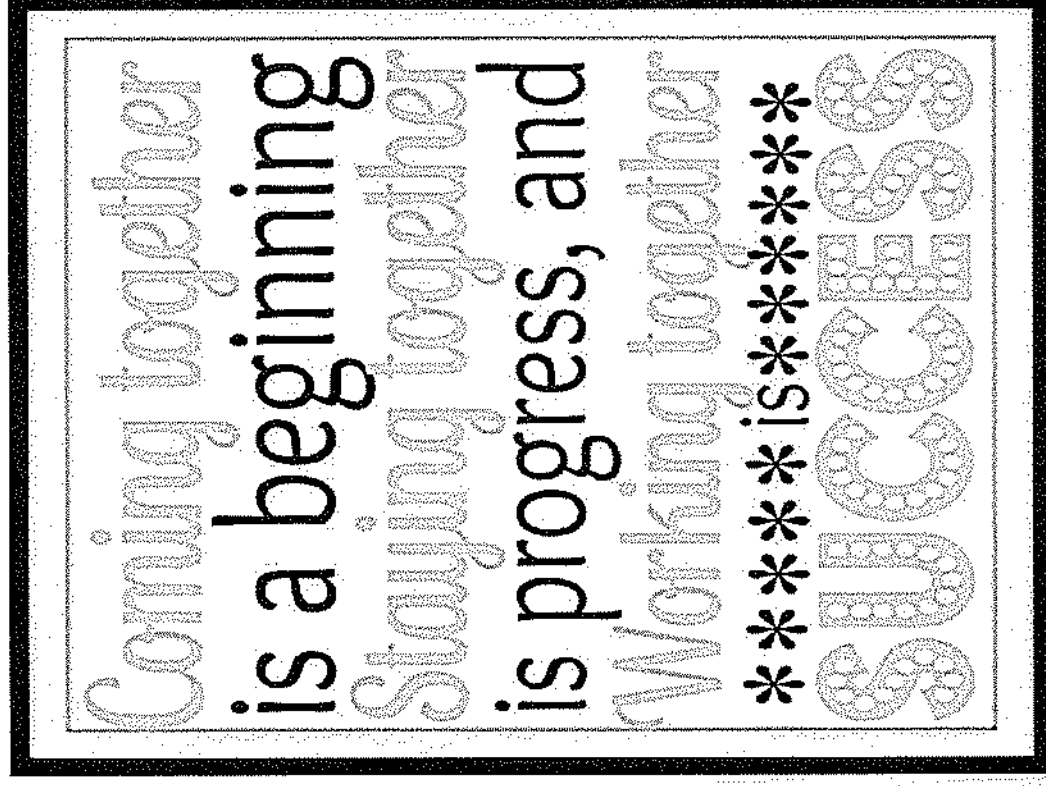
## **Team work**

Building a cohesive team with shared accountability

## **Time constraints**

Providing timely feedback in each lesson, time for teachers to work together

Initiating reformation (ESAP/IRB/Professional/Ed Levels)



9/7/2018

# YOUR TURN...

- What else would you like to know?
- What would you consider implementing in your school?
- What are you doing to help teachers increase the use of rigorous intellectual tasks in your classrooms?
- How are you using the PSAT/SAT in your school?





## FIRST AMENDMENT TO AGREEMENT

**THIS FIRST AMENDMENT TO AGREEMENT**, including all appendices, exhibits, and schedules attached hereto (the "First Amendment to Agreement"), is made as of this September 26, 2019 ("**Effective Date**"), by and between The School Board of Broward County, Florida ("Client" or "SBBC") and the College Entrance Examination Board (the "**College Board**").

**WHEREAS**, SBBC and College Board entered into an Agreement with an effective date of October 1, 2018 (hereafter "Agreement"); and

**WHEREAS**, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System; and

**WHEREAS**, the First Amendment to Agreement amends the PSAT 8/9 Assessment Early Participation Program Fixed Fee Schedule, SAT School Day Program Fixed Fee Schedule, and SAT School Day Program Central Bill Schedule for which set forth the current year's deliverables and deadlines for each assessment; and

**WHEREAS**, the parties mutually desire to amend certain provisions of the Agreement on through this First Amendment to Agreement (hereafter "First Amendment").

**NOW, THEREFORE**, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 **Recitals**. The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

2.0 **Amended Provisions**. The parties hereby agree that the following PSAT 8/9 Assessment Early Participation Program Fixed Fee Schedule, SAT School Day Program Fixed Fee Schedule, and SAT School Day Program Central Bill Schedule appended to this First Amendment shall preplace the respective schedules in the Agreement by interlineation.

3.0 **Order of Precedence among Agreement Documents**. In the event of conflict between the provisions of the Agreement and the provisions contained herein, the provisions of the following documents shall take precedence in this order:

- a) This First Amendment; then
- b) The Agreement.

4.0 **Other Provisions Remain in Force**. Except as expressly provided herein, all other portions of the Agreement remain in full force and effect

5.0 **Authority**. Each person signing this First Amendment to Agreement on behalf of either party individually warrants that he or she has full legal power to execute this First Amendment to Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this First Amendment to Agreement

**IN WITNESS WHEREOF**, the parties hereto have made and executed this First Amendment to Agreement on the date first above written.

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**FOR SBBC:**

THE SCHOOL BOARD OF  
BROWARD COUNTY, FLORIDA

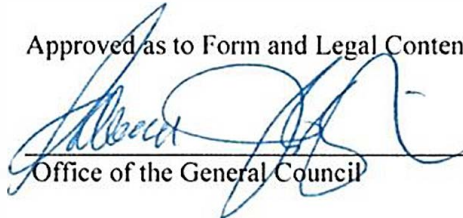
WITNESSED BY:

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

By

  
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

  
Office of the General Council

**[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]**





FOR COLLEGE BOARD:

**COLLEGE ENTRANCE EXAMINATION  
BOARD**

Signature

Jeremy Singer

Name

President

Title

9/25/19

Date

**Attest:**

A handwritten signature in blue ink, appearing to read "Leslie Ware", written over a horizontal line.

Leslie Ware - Director-Contracts and RFP  
Administration

A handwritten signature in blue ink, appearing to read "Nicole McIntyre", written over a horizontal line.

Nicole McIntyre Contract Specialist

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