

## **Section 1: Course Code Directory System Guide**

### **B) Student Progression**

***Student Progression Plans, pursuant to section 1008.25, Florida Statutes (Public school student progression; remedial instruction; reporting requirements.--)***

***Assessment-K-3 Students*** (s.1002.20(11), F.S.)

Each elementary school must regularly assess the reading ability of *each* K-3 student.

***Parental Notification for K-3 Students*** (s.1002.20(11), F.S.)

The parental notification requirements in s.1008.25, Florida Statutes, are reinforced as a parent and student right, requiring that the parent of any K-3 student who exhibits a reading deficiency must be immediately notified of the student's deficiency with a description and explanation, understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent must be consulted in the development of a progress monitoring plan, and must be informed that the student will be given intensive reading instruction until the deficiency is corrected.

***Legislative Intent*** (s.1008.25(1), F.S.)

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

***Student Progression Plan*** (s.1008.25(2)(a), F.S.)

Each district is required to adopt a comprehensive Student Progression Plan, which must include standards for evaluating each student's performance, including mastery of the Sunshine State Standards. The plan must also establish specific levels of performance in reading, writing, science, and mathematics at each grade level that include the levels of performance on FCAT established by the Commissioner at which a student must receive remediation or be retained.

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#### ***Retention Placement (s.1008.25(2)(b)(c), F.S.)***

If a student is retained, it must be within an intensive program that is different from the previous year's program that takes into account the student's learning style. The plan must provide for appropriate alternative placement for a student who has been retained two or more years.

#### ***Allocation of Remedial Resources (s.1008.25(3), F.S.)***

Districts must allocate remedial and supplemental instruction resources first to students who are deficient in reading at end of third grade and next to students who fail to meet performance levels required for promotion, consistent with the district's student progression plan

#### ***Assessment (s.1008.25(4), F.S.)***

Each student must participate in statewide assessment tests.

#### ***Remediation (s.1008.25(4)(a)-(c), F.S.)***

Students who fail to meet performance expectations as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop, in consultation with the parent, and must implement the school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan (PMP). A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a federally required student plan such as an individual

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- a school wide system of progress monitoring for all students; or
- an individualized PMP.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8), Florida Statutes shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer upon the request of the school principal.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

#### ***Elementary Intensive Reading Instruction*** (s. 1008.25(5)(a), F.S.)

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

#### ***Third-Grade Retention*** (s.1008.25(5)(b), F.S.)

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade three, the student must be retained.

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#### ***Parental Notification (s.1008.25(5), F.S.)***

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing:

- that the child has a substantial reading deficiency
- a description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency
- that if the child's reading deficiency is not remediated by the end of third grade, the child must be retained unless he or she is exempt from mandatory retention for good cause
- strategies for parents to use in helping their child succeed
- that FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion
- of the district's *specific* criteria and policies for mid-year promotion.

#### ***Elimination of Social Promotion (s.1008.25(6)(a), F.S.)***

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

#### ***Third-Grade Retention (s.1008.25(5)(b), F.S.)***

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade three, the student must be retained.

#### ***Good Causes Exemptions to Third Grade Retention (s.1008.25(6)(b)1-6, F.S.)***

A student can only be exempted from third grade retention for the following good causes:

- Limited English Proficient (LEP) students with less than two years of English for Speakers of other Languages (ESOL) instruction
- Students with disabilities whose Individual Educational Plan (IEP) indicates participation in FCAT is not appropriate

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- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (*DOE Note: SAT*)
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT
- Students with disabilities who participate in the FCAT and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in K-3
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

#### ***Procedures for Good Causes Exemptions to Third Grade Retention (s.1008.25(6)(c), F.S.)***

Requests for good cause exemptions from third grade retention must be made consistent with the following:

- Documentation is submitted from the teacher to the school principal that indicates the promotion is appropriate and based upon the student's academic record. In order to minimize paperwork, documentation need only to consist of the existing PMP, IEP, and if applicable report card or student portfolio.
- The principal must review and discuss such recommendations with the teacher and determine if the student should be promoted. If the school principal determines that the student should be promoted, the principal must recommend it in writing to the district superintendent.
- The district superintendent must accept or reject the school principal's recommendation in writing.

#### ***Successful Progression of Retained Third-Grade Readers (s.1008.25(7)(a)(b), F.S.)***

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:

- effective instructional strategies

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- participation in summer reading camp
- appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.

Beginning with the 2004-2005 school year, each district must:

- conduct a review of student PMPs for all students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions

The review must address additional supports and services needed to remediate the identified areas of reading deficiency.

The district must:

- complete a student portfolio for each such student that contains evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student must have the opportunity to have a portfolio. (*DOE Note: If a portfolio already exists for a student, it can continue to be used.*)
- provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
  - small group instruction
  - reduced teacher-student ratios
  - more frequent progress monitoring
  - tutoring or mentoring
  - transition classes containing third and fourth grade students
  - extended school day, week or year
  - summer reading camps

Students who are retained in third grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. In addition to required reading enhancement and acceleration strategies, the district must provide parents of students to be retained with at least one of the following instructional options:

- supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school

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- a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading
- a mentor or tutor with specialized reading training  
*(DOE Note: The student should also demonstrate his or her readiness for performing the work of the next grade in other core subjects before receiving a midyear promotion. The mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.)*

#### ***Reporting Requirements (s.1008.25(8)(b), F.S.)***

Each school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of law relating to student progression and the school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading FCAT.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.

Any revisions to the district school board's policy on student retention and promotion from the prior year.

#### ***Parental Notification for Retained Third Grade Students (1008.25(7)(b)3, F.S.)***

Beginning with the 2004-2005 school year, each district must provide written notification to the parent of any mandatory retained student that the child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the new provisions of s.1002.20(14), Florida Statutes, and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

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#### ***Mid-year Promotion for Retained Third Grade Students*** (s.1008.25(7)(b)4, F.S.)

Districts must implement a policy for the mid-year promotion of any retained student who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to fourth grade. (*DOE Note: Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.* (S.1008.25(5)(c)7, F.S.) Tools that school districts may use in reevaluating any student retained may include:

- subsequent assessments
- alternative assessments
- portfolio reviews, in accordance with rules of the State Board of Education

Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. The State Board of Education will adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills.

#### ***K-3 READ Initiative*** (s.1008.25((7)(b)7, F.S.)

Districts must establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus is to prevent the retention of third grade students and to offer intensive accelerated reading instruction to each third grade student who failed to meet standards for promotion to fourth grade and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must:

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary and comprehension.
- be provided during regular school hours in addition to the regular reading instruction.
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
  - assists students with a reading deficiency in developing the ability to read at grade level
  - provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension
  - provides scientifically based and reliable assessment
  - provides initial and ongoing analysis of each student's reading progress

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- is implemented during regular school hours  
(DOE determined that the comprehensive core reading programs on the state adopted list satisfy this requirement)

The READ Initiative must also provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

#### ***Intensive Acceleration Class for Retained Third Grade Students (s.1008.25(7)(b)8, F.S.)***

Each district must establish at each school, where applicable, an Intensive Acceleration Class for retained third grade students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year. (DOE Note: This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained third grade students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted to fourth grade mid-year and also have the opportunity to take fourth grade FCAT and be promoted in fifth grade).

The Intensive Acceleration Class must:

- be provided to any student in third grade who scores at Level 1 on the reading FCAT and who was retained in third grade the prior year because of scoring at Level 1 on the reading FCAT
- have a reduced teacher-student ratio (DOE Note: the teacher-student ratio is not defined, but it must be lower than other third grade classes.)
- provide uninterrupted reading instruction for the majority of student contact time each day
- incorporate opportunities to master the grade four Sunshine State Standards in other core subject areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (DOE Note: This provision does not mandate the use of a speech language pathologist but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.)

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- include *weekly* progress monitoring measures to ensure progress is being made. *(DOE Note: This progress monitoring can be informal classroom assessments.)*

#### **Reporting Requirements** (s.1008.25(7)(b)8g-9, F.S.)

The district must report to DOE in a prescribed manner the progress of students in Intensive Acceleration Classes at the end of the first semester. The district must also report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

#### **Transitional Instructional Setting for Retained Third Grade Students** (s1008.25(7)(b)10, F.S.)

The district must provide a student who has been retained in third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate the areas of reading deficiency. *(DOE Note: The essential issue is what is being provided to help the student catch up, not where it is being provided.)*