

Elementary
Good Cause Promotion Codes
School Year 21-22

Elementary Good Cause Promotion Guidance

KINDERGARTEN:

- Students who will be promoted from Kindergarten to First Grade using an Alternative Assessment (Criterion #2 or #3) will receive a Promotion (PR) Code of 3. In addition, the Good Cause Alternative Assessment codes for Reading (R) must be used to identify which Reading assessment was used. Journeys has been replaced with the Benchmark Advance Interim 4 as an approved alternative assessment. The Math (M) field will be left blank. Reminder, students who score at an Instructional Reading Level B or greater on the Benchmark Assessment System (BAS) do NOT require any coding.

FIRST AND SECOND GRADE:

- Students who will be promoted from First Grade to Second Grade or Second Grade to Third Grade using an alternative assessment (Criterion #2 or #3) will receive a Promotion (PR) Code of 3. In addition, the Good Cause Alternative Assessment codes for Reading (R) must be used to identify which Reading assessment was used. Journeys has been replaced with the Benchmark Advance Interim 4 as an approved alternative assessment. The Math (M) field will be left blank.

THIRD GRADE:

- Students who will be promoted from Third Grade to Fourth Grade using an Alternative Assessment (Criterion #2 or #3) will receive a Promotion (PR) Code of 3. In addition, the Good Cause Alternative Assessment codes for Reading (R) must be used to identify which Reading assessment was used. Journeys has been replaced with the Benchmark Advance Interim 4 as an approved alternative assessment. Several Reading Alternative Assessments have been removed as the Governor's Executive Order to expand Good Cause criteria is no longer valid. The Math (M) field will be left blank.

FOURTH AND FIFTH GRADE:

- Students who will be promoted from Fourth Grade to Fifth Grade or Fifth Grade to Sixth Grade using an Alternative Assessment (Criterion #2 or #3) will receive a Promotion (PR) Code of 3. In addition, the Good Cause Alternative Assessment codes for Reading (R) AND Math (M) must be used to identify which Reading and Math assessment was used. Journeys has been replaced with the Benchmark Advance Interim 4 as an approved alternative reading assessment.
- **NOTE:** *If the student passed the FSA in one area, use the code 'S' for State Assessment in that subject area and the appropriate Reading or Math code in the subject area where Alternative Assessment was used.*

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STDT: _____ KEY: _____ TYPE: _____
LAST          APP FIRST      MIDDLE      AKA          AFFIRMED FIRST
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RESNBR DR STREET          TYPE APT/BLDG  CITY          ST ZIP+4  RES C
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                                FL          06
GEN RACE: E W B A I P  DOB  BIRTH PLACE  VER A PHONE  FLEID
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          N N N N N          1  Y
ENT  DATE  SCHL GR AS-SCHL CL W/D  DATE  PR R M  SSN  EXTRNL NBR ALIAS  N
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                                000000000
ELL LAN PAR MG CO LG SRVY  LC IM DT US SCHL  EN:DS-SCHL PRIOR: DIST STATE CNT
ZZ  EN  EN          N  00000000
C R MC MA EX MFS  BC STDT  TC AV PR DUE DATE DP  B  WR PUB:M P B E C  ORIG
Z 3  Z          Z  I          Z          Y Y N N N
PF1=HELP 3=EXIT 4=PROMPT 7=BKWD 8=FWD 9=NXT PAGE 12= ESCAPE

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KINDERGARTEN		
Promotion Reason	PR Code	Description
Criterion #1	P	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools).
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4.
	*R Code= V	
Criterion #3: Alternative Assessment	3*	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print
	*R Code=A	
Criterion #4: Previous Retention	7	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	9	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) includes participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	8	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: Intervention Performance	I	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.
Criterion #10: Extraordinary Circumstances	S	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

FIRST GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Standards.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools).
	*R Code=B	
Criterion #3: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4.
	*R Code= V	
Criterion #4: Previous Retention	7	Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	9	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) includes participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	8	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	5	Student with a disability participating in district wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #10: Intervention Performance	I	Student received instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and documented in the District's comprehensive data system.
Criterion #11: Extraordinary Circumstances	S	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

SECOND GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools).
	*R Code=B	
Criterion #3: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4.
	*R Code= V	
Criterion #4: Previous Retention	7	Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	9	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	8	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	5	Student with a disability participating in district wide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #10: Intervention Performance	I	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and documented in the District's comprehensive data system.
Criterion #11: Extraordinary Circumstances	S	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

THIRD GRADE

Promotion Reason	PR Code	Description
Criterion #1	P	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
	*R Code=D	iReady Diagnostic 3
	*R Code=G	SAT-10
Criterion #3: Portfolio	4	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/Alternative Assessment	3*	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
	*R Code=I	
Criterion #5: Mid-Year Assessment/Alternative Assessment	3*	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
	*R Code=J	
Criterion #6: Previous Retention	7	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion # 9: ESE Previous Retention	5	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for two or more years, and was previously retained in grades K-3.

FOURTH GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	P	MATH: Scores a Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	READING: Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools). *When using the "R" code, if Math was met using Criterion #1, the M Code should be "S"
	*R Code=B	
	3*	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test. *When using the "M" code, if Reading was met using Criterion #1, the R Code should be "S"
	*M Code=K	
Criterion #3: Alternative Assessment	3*	READING: Scores 70% or greater on the Benchmark Advance Interim 4. *When using the "R" code, if Math was met using Criterion #1, the M Code should be "S"
	*R Code= V	
	3*	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B. *When using the "M" code, if Reading was met using Criterion #1, the R Code should be "S"
	*M Code=L	
Criterion #4: Previous Retention	7	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	9	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Retention Deferral	8	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9: ESE Previous Retention	5	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #10: Intervention Performance	1	Student received instruction and intervention through the MTSS/RtI (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.
Criterion #11: Extraordinary Circumstances	S	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

FIFTH GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	READING: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	P	MATH: Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	READING: Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools). *When using the "R" code, if Math was met using Criterion #1, the M Code should be "S"
	*R Code=B	
	3*	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test. *When using the "M" code, if Reading was met using Criterion #1, the R Code should be "S"
	*M Code=K	
Criterion #3: Alternative Assessment	3*	READING: Scores 70% or greater on the Benchmark Advance Interim 4. *When using the "R" code, if Math was met using Criterion #1, the M Code should be "S"
	*R Code= V	
	3*	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B. *When using the "M" code, if Reading was met using Criterion #1, the R Code should be "S"
	*M Code=L	
Criterion #4: Previous Retention	7	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5: ELL Program Participation	1	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #6: ELL Committee Recommendation	9	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #7: ESE Alternate Assessment	2	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	5	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9: Intervention Performance	1	Student received instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3), IEP, EP, ELL, Section 504, or other District approved process. Student data, assessments, and work samples indicate the student is demonstrating progress toward the identified goal(s) in the area(s) of concern; and with continued instruction and intervention in the subsequent grade level the student will continue to progress. All decisions must include evidence of implementation fidelity, progress monitoring data, parent notification, and documented in the District's comprehensive data system.
Criterion #10: Extraordinary Circumstances	S	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.