

Elementary
Good Cause Promotion Codes
School Year 22-23

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. Letter names, letter sounds, and concepts of print have been replaced with the Benchmark Advance Foundational Skills Screener, Level A as an approved alternative assessment. The Math (M) field will be left blank. Reminder, students who scores at or above the 10th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA) 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. Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools) has been removed. The Primary End of Year Reading Test and the Benchmark Advance Interim 4 are the approved alternative assessments. 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. Benchmark Advance Interim 4 and the STAR Reading assessment have been added as approved alternative reading assessments. 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. Benchmark Assessment System (BAS)/Benchmark Education Oral Reading Records (select ORR pilot schools) has been replaced with Benchmark Advance Unit 6 and 9 Assessments as an approved alternative reading assessment. Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test and Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A and B have been removed. Savaas Envision Topics 1-14 Cumulative Assessment End of Year Test and Savaas Envision Progress Monitoring Assessment Form C are the approved alternative math assessments.
- NOTE:** *If the student passed the FAST 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
-      N 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 at or above the 10th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
	*R Code= V	
Criterion #3: Alternative Assessment	3*	80% (20 out of 25 items) or greater on the Benchmark Advance Foundational Skills Screener, Level A.
	*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	Limited English proficient student who has 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 that participation in the statewide assessment program is not appropriate.
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 (Supplemental 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 indicate 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.

FIRST GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	Scores at or above the 10th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Benchmarks for Excellent Student Thinking (BEST) Standards for English Language Arts (ELA).
	*R Code=B	
Criterion #3: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
	*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	Limited English proficient student who has 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 that participation in the statewide assessment program is not appropriate.
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 who participates in assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts 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/RtI (Supplemental 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 at or above the 10th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Benchmarks for Excellent Student Thinking (BEST) Standards for English Language Arts (ELA).
	*R Code=B	
Criterion #3: Alternative Assessment	3*	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (35 items). Interim Assessments 1 and 4 are the same.
	*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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
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 who participates in assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts 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 (Supplemental 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 at or above a Level 2 on the Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
	*R Code=D	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment, Session 1 (26 items) AND Session 2 (26 items).
	*R Code=G	Scores at or above the 20 th percentile on the Star Reading assessment given after FAST PM3.
Criterion #3: Assessment Portfolio	4	Scores 70% or greater on all 13 benchmarks on third grade assessment portfolio that is equivalent to an acceptable level of performance on the statewide, standardized English Language Arts assessment.
Criterion #4: Summer Assessment/Alternative Assessment	3*	Scores acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (administered at the end of the Third Grade Summer Reading Academy in the summer following third grade retention).
	*R Code=I	
Criterion #5: Mid-Year Assessment/Alternative Assessment	3*	Scores Level 2 or greater on PM1 of the F.A.S.T. 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 for two or more years but still demonstrates a deficiency in reading 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	Limited English proficient student who has had less than two years of instruction in an 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 disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
Criterion # 9: ESE Previous Retention	5	Student with a disability who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-3.

FOURTH GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	READING: Scores at or above Level 2 on the Florida's Assessment of Student Thinking (F.A.S.T.) PM3 for English Language Arts.
	P	MATH: Scores at or above on the Florida's Assessment of Student Thinking (F.A.S.T.) PM3 for Mathematics.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	READING: Scores 70% or greater on the Benchmark Advance combined Unit 6 (19 items) AND Unit 9 (18 Items) Reading Assessments. *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 Savvas Envision Topics 1-14 Cumulative Assessment 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 Reading Assessment, Session 1 (30 items) AND Session 2 (30 items). Interim assessments 1 and 4 are the same. *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 Savvas Envision Progress Monitoring Assessment Form C. *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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
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 who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-4.
Criterion #10: Intervention Performance	I	Student received instruction and intervention through the MTSS/RtI (Supplemental 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.

FIFTH GRADE		
Promotion Reason	PR Code	Description
Criterion #1	P	READING: Scores at or above Level 2 on the Florida's Assessment of Student Thinking (F.A.S.T.) PM3 for English Language Arts.
	P	MATH: Scores at or above Level 2 on the Florida's Assessment of Student Thinking PM3 (F.A.S.T.) PM3 for Mathematics.
GOOD CAUSE		
Criterion #2: Alternative Assessment	3*	READING: Scores 70% or greater on the Benchmark Advance combined Unit 6 (17 items) AND Unit 9 (19 Items) Reading Assessments. *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 Savvas Envision Topics 1-14 Cumulative Assessment 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 Reading Assessment, Session 1 (33 items) AND Session 2 (28 items). Interim assessments 1 and 4 are the same. *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 Savvas Envision Progress Monitoring Assessment Form C. *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	Limited English proficient student who has had less than two years of instruction in an 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 that participation in the statewide assessment program is not appropriate.
Criterion #8: ESE Previous Retention	5	Student with a disability who takes the statewide, standardized English Language Arts assessment and has an Individual Education Plan (IEP) or a Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in grades K-5.
Criterion #9: Intervention Performance	I	Student received instruction and intervention through the MTSS/RtI (Supplemental 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.