

APPENDIX A

PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

Students should be afforded the opportunity to meet all the promotion criteria listed in the following charts; however, once one of the criteria is achieved, no additional criteria must be met.

ELEMENTARY PROMOTION CRITERIA

KINDERGARTEN	
Criterion #1:	Scores at or above 10 th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
Criterion #3: Alternative Assessment	80% (20 out of 25 items) or greater on the Benchmark Advance Foundational Skills Screener, Level A.
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in kindergarten.
Criterion #5: ELL Program Participation	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	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	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	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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

FIRST GRADE	
Criterion #1:	Scores at or above the 10 th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	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).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (30 items). Interim assessments 1 and 4 are the same.
Criterion #4: Previous Retention	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	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	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	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	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	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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

SECOND GRADE

Criterion #1:

Scores at or above 10th percentile on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).

GOOD CAUSE CRITERIA

Criterion #2:
Alternative Assessment

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).

Criterion #3:
Alternative Assessment

Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment (35 items). Interim assessments 1 and 4 are the same.

Criterion #4:
Previous Retention

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

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

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

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

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

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

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

Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

THIRD GRADE	
Criterion #1:	Scores at or above Level 2 on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4 Reading Assessment, Session 1 (26 items) AND Session 2 (26 items) or Scores at or above 20 th percentile on the Star Reading assessment given after FAST PM3.
Criterion #3: Assessment Portfolio	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	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).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (administered in September following third grade retention).
Criterion #6: Previous Retention	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	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	Student with disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
Criterion #9: ESE Previous Retention	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.

ELEMENTARY PROMOTION CRITERIA

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FOURTH GRADE	
Criterion #1:	READING: Scores at or above Level 2 on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
	MATH: Scores at or above Level 2 on Florida's Assessment of Student Thinking (FAST) PM3 for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance combined Unit 6 (19 items) AND Unit 9 (18 Items) Reading Assessments.
	MATH: Scores 60% or greater on the Savvas Envision Topics 1-14 Cumulative Assessment End of Year Test.
Criterion #3: Alternative Assessment	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.
	MATH: Scores 60% or greater on the Savvas Envision Progress Monitoring Assessment Form C.
Criterion #4: Previous Retention	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	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	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	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	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	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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

ELEMENTARY PROMOTION CRITERIA

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of these promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FIFTH GRADE	
Criterion #1:	READING: Scores at or above Level 2 on Florida's Assessment of Student Thinking (FAST) PM3 for English Language Arts (ELA).
	MATH: Scores at or above Level 2 on Florida's Assessment of Student Thinking (FAST)PM3 for Mathematics.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advance combined Unit 6 (17 items) AND Unit 9 (19 Items) Reading Assessments.
	MATH: Scores 60% or greater on the Savvas Envision Topics 1-14 Cumulative Assessment End of Year Test.
Criterion #3: Alternative Assessment	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.
	MATH: Scores 60% or greater on Savvas Envision Progress Monitoring Assessment Form C.
Criterion #4: Previous Retention	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	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	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	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	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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.