

# APPENDIX A

## PROMOTION CRITERIA – ELEMENTARY GRADES (K-5)

Students should be afforded the opportunity to meet all of 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 Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
<b>GOOD CAUSE</b>	
Criterion #2: Alternative Assessment	Scores 70% or greater on the <u>Benchmark Advance Interim 4</u> .
Criterion #3: Alternative Assessment	Recognizes 48 of 52 Letter Names <b>AND</b> Distinguishes 20 of 26 Letter Sounds <b>AND</b> Understands 15 of 21 Concepts of Print
Criterion #4: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #5: ELL Program Participation	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	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 participation in a statewide alternate assessment.
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	<b>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. Evidence the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented must inform all decisions.</b>
Criterion #10: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

FIRST GRADE	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
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	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	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 participation in a statewide alternate assessment.
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 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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

SECOND GRADE	
Criterion #1:	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	Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
Criterion #3: Alternative Assessment	Scores 70% or greater on the Benchmark Advance Interim 4.
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	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	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 participation in a statewide alternate assessment.
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 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	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	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

## ELEMENTARY PROMOTION CRITERIA

THIRD GRADE	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
Criterion #3: Portfolio	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	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).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	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	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	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	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-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:	<b>READING:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	<b>MATH:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE CRITERIA	
Criterion#2: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion#3: Alternative Assessment	<b>READING:</b> Scores 70% or greater on Benchmark Advance Interim 4.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
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	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	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 participation in a statewide alternate assessment.
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 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	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	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:	<b>READING:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
	<b>MATH:</b> Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics.
GOOD CAUSE	
Criterion #2: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Florida Standards End-of-Year Test.
Criterion #3: Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Benchmark Advance Interim 4.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
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	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	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 participation in a statewide alternate assessment.
Criterion #8: ESE Previous Retention	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	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 #10: Extraordinary	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.