

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

KINDERGARTEN PROMOTION CRITERIA	
Criterion #1:	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print.
Criterion #2:	Scores 50% or greater in Probability of Literacy Success (PLS) on the Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) during Assessment Period #3.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2.
Criterion #4: Alternative Assessment	Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3.
Criterion #5: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: 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 #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

FIRST GRADE: Criterion #1 will be the Rigby or DRA running record. The Primary End of Year Reading Test will be used as a Good Cause Alternative for Promotion (Criterion #3 or #4) and will be administered only to those students who have not met any other promotion criteria.

FIRST GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91).
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16.
Criterion #4: Alternative Assessment	Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16.
Criterion #5: 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 #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: 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 #10: ESE Previous Retention	Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-1.
Criterion #11: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #12: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

SECOND GRADE: Criterion #1 will be the Rigby or DRA running record. The Primary End of Year Reading Test will be used as a Good Cause Alternative for Promotion (Criterion #3 or #4) and will be administered only to those students who have not met any other promotion criteria.

SECOND GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150).
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22.
Criterion #4: Alternative Assessment	Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28.
Criterion #5: 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 #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: 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 #10: ESE Previous Retention	Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-2.
Criterion #11: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #12: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

THIRD GRADE PROMOTION CRITERIA	
Criterion #1:	Scores Level 2 or greater on the statewide reading assessment.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 45 th percentile or greater on the current version of the Stanford Achievement Test in reading comprehension.
Criterion #3: Portfolio Assessment	Scores acceptable level of performance on the state-approved reading assessment.
Criterion #4: Summer Assessment/Alternative Assessment	Scores acceptable level of performance on the Broward County Assessment for Promotion (BCAP - 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 70% or greater on the Benchmark Assessment Test 1 (BAT 1) reading assessment (administered in the fall 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 in the English for Speakers of Other Languages (ESOL) program.
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 remediation for more than two years, and was previously retained in grades K-3.

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

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

FOURTH GRADE PROMOTION CRITERIA	
Criterion #1:	READING: Scores Level 2 or greater on the statewide reading assessment.
	MATH: Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	READING: Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	READING: Scores Instructional Reading Level 4 or greater on the Burns and Roe Informal Reading Inventory (IRI).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.
Criterion #4: Alternative Assessment	READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 27.
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.
Criterion #5: 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 #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: 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 #10: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-4.
Criterion #11: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #12: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

**Appendix B: SBBC Policy 6000.1 Elementary Procedural Guide
2014-2015 STUDENT PROGRESSION/PROMOTION CRITERIA MATRIX, GRADES K-5**

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

FIFTH GRADE PROMOTION CRITERIA	
Criterion #1:	READING: Scores Level 2 or greater on the statewide reading assessment.
	MATH: Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	READING: Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	READING: Scores Instructional Reading Level 5 or greater on the Burns and Roe Informal Reading Inventory (IRI).
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.
Criterion #4: Alternative Assessment	READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 30.
	MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.
Criterion #5: 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 #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
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 remediation for more than two years, and was previously retained in grades K-5.
Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.