

Presented for
School Board Approval
May 15, 2007

ELEMENTARY

STUDENT PROGRESSION PLAN

2006-07

and

2007-08

Required Public Notice (F.S. 1008.25(8))

The Sarasota County District School Board will annually publish in the local newspaper, and report in writing to the Florida State Board of Education by September 1, the following information on the prior school year:

- The provision of section 1008.25(8)(b) relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- By grade, the number and percentage of students retained in grades 3 through 10.
- Information of the total number of students who were promoted for good cause, by each category of good cause as specified in FS 1008.25(6)(b).
- Any revisions to the district board's policy on student retention and promotion from the prior year.

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PREFACE

The Student Progression Plan is designed to support the philosophy and goals of the Sarasota County District School Board as defined in Sarasota’s vision of NeXt Generation Learning. The plan recognizes that students have unique characteristics, needs and learning styles. It addresses a number of areas including student progression, remediation alternatives, retention, assessment, and placement in special and alternative programs.

All Sarasota County School District Curriculum objectives are aligned with the Sunshine State Standards. Proficiency in reading, writing, mathematics, and science is measured by the Florida Comprehensive Assessment Test (FCAT) and district assessments. Each school offer instruction that reflect the Sunshine State Standards in K–12 language arts, mathematics, science, social studies, health and physical education, and the arts along with the Sunshine State Standards for exceptional education students.

I. ENTRANCE REQUIREMENTS AND PLACEMENT

A. Kindergarten

1. Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:
 - a. Evidence of child's date of birth
 - b. Evidence that the parent/guardian are legal residents of the school's attendance area OR have district-approved registration through School Choice procedures
 - c. Evidence of immunization
 - d. Evidence of a medical examination completed within the last twelve months.

B. First Grade

1. Prior to placement in first grade, students are required to:
 - a. Be six years of age on or before September 1 of the school year, AND
 - b. Have successfully completed a public school kindergarten program, OR
 - c. Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card or letter by the administrator of the school, certifying satisfactory completion of a kindergarten program.

C. Transfers from Out-of-State Schools

1. Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools.
2. Students who transfer from an out-of state school/country who met the age requirements in that state/country, may be admitted if parent/guardians provide documentation of:
 - a. status as legal residents of that state/country at the time of their child's enrollment
 - b. child's date of birth
 - c. immunization
 - d. a medical examination completed within the last twelve months

- e. an official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student

D. Transfers from K-5 Home Education and Private Schools

- 1. When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. Screening Activities for All New Enrollees

- 1. Kindergarten students will participate in the FLKRS upon entry into kindergarten.
- 2. Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include but is not limited to measures and observations of:
 - a. Academic performance/concept development
 - b. Communication competence
 - c. Social/emotional behavior
 - d. Health and physical development
 - e. Home language

II. PROMOTION

Promotion to the next higher-grade level shall be based upon the following factors:

- A. Adequate progress in reading, writing, and mathematics as demonstrated by student performance on the Sunshine State Standards and the Sarasota County District Curriculum objectives, as measured by the Florida Comprehensive Assessment Test (FCAT Reading, FCAT Mathematics, FCAT Writing Assessment) and district/classroom assessments. Such assessments may include, but not be limited to: standardized assessments, classroom performance assessments, fluency probes, reading comprehension level, district benchmark assessments, etc.
- B. Physical, emotional, and social development.

III. PERFORMANCE LEVELS

- A. In accordance with Florida Statute 1008.25, specific levels of performance in reading, writing, mathematics and science are defined for grades one through five:

Grade Level	Reading Comprehension	Writing Assessment	Mathematics	Science
1	Above 40th percentile on SAT-10	N/A	Above 40th percentile on SAT-10	
2	Above 40th percentile on SAT-10	≥ 2.0	Above 40th percentile on SAT-10	
3	\geq Level 2 FCAT or $\geq 45^{\text{th}}$ percentile on FCAT-NRT	≥ 3.0	\geq Level 2 FCAT	
4	\geq Level 2 FCAT	≥ 3.0	\geq Level 2 FCAT	
5	\geq Level 2 FCAT	≥ 3.0	\geq Level 2 FCAT	\geq Level 2 FCAT

IV. ASSESSMENT

- A. All students will participate in the statewide assessment program as specified by Florida Statute 1008.22. Students performing below the defined proficiency levels in reading, writing, mathematics, and science will receive further diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.
- B. Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's *K-12 Comprehensive Reading Plan*.
- C. Students in grades K-5 will participate in regular district or classroom reading assessments. The assessments for reading will assess phonemic awareness, phonics, vocabulary, comprehension, and fluency.

V. INTERVENTION AND REMEDIATION

- A. Students with diagnosed reading deficiencies will be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction, and will continue to receive intensive reading instruction until the reading deficiency is remediated.
- B. The district shall allocate remedial and supplemental instruction resources as specified by current Florida statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

VI. PARENT NOTIFICATION AND PROGRESS MONITORING

- A. Parents and guardians of students who are performing below proficiency levels in reading, writing, mathematics and/or science shall be notified in writing of these deficiencies and the plan for monitoring student progress.
- B. At any time during a reporting period, parents/guardians will be notified that the student is performing unsatisfactory work in any subject area. Such notification may include progress reports, as well as letters, documented phone calls, and parent conferences. When feasible, formal notification will be in a language or mode of communication understandable by parents/guardians.
- C. The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.
- D. Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental instruction until performance expectations are met or the student is not subject to compulsory school attendance.
- E. Annually, the school district will provide a written report to parents/guardians of:

1. the progress of each student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics; and
 2. the results on each statewide assessment test; and
 3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.
- F. No student will be retained solely due to English language proficiency. No promotion or retention decision may be made for any ELL student based solely on a score on a single assessment instrument (including the FCAT).

VII. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

- A. Students who are retained will be provided an intensive program that is different from the previous year's program that takes into account the student's learning style. Such as change in teacher, change in delivery models, or other assistance.
- B. If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3 the student must be retained unless determined to be exempt for good cause.

VIII. INSTRUCTIONAL PROGRAM FOR STUDENT WITH MULTIPLE RETENTION

Students that are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

IX. GRADE THREE MANDATORY RETENTION EXEMPTIONS

- A. A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such

recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

- B. Good cause exemptions for grade three retentions shall be limited to the following:
1. Limited English proficient students who have had less than two years of instruction in an English for speakers of other languages' program who meet all other district promotion requirements.
 2. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of state board of education rule.
 3. Students who demonstrate an acceptable level of performance on the alternative assessment adopted by the State Board of Education
 - a. Grade 3 FCAT NRT
- OR
- b. Stanford Achievement Test, 10th Edition (SAT-10) Reading Comprehension.

The alternative assessment is provided as another opportunity to demonstrate mastery of third grade reading skills. School districts may choose when to administer the test. Students who score at the 45th percentile or higher are eligible for promotion to grade, and may be promoted if all other district requirements for promotion have been met.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance.
5. Students with disabilities who participate in the FCAT and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3

for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the school's Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.

X. OTHER RETENTION WAIVERS

- A. A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- B. The principal, with input from the student study or intervention assistance team, IEP committee, LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:
 - 1. Previous retention – a student who has had a prior retention.
 - 2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from a LEP, 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
 - 3. Attendance – a student with problems of a unique nature that causes extended absences.

XI. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

- A. Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.
- B. On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria:
 - 1. Successful completion of the district Grade 3 portfolio assessments
When using a portfolio to document the recommendation for promotion, there must be evidence of mastery of Grade 3 Sunshine State Standards Benchmarks for Language Arts. The district's portfolio requirements incorporate these required elements specified in State Board Rule 6A-1.94222, FAC.
 - 2. The student's performance must include mastery of the benchmarks assessed in Grade 3 FCAT Reading. Students must show 75% mastery (3 of 4 items correct) on each benchmark on each assessment.

OR

3. Performance equivalent to FCAT Grade 3, Level 2 on SRI assessment that is >322 Lexile level.)

The Scholastic Reading Inventory (SRI) is the district's locally selected standardized assessment that is evidence that the student is performing at or above grade level in reading comprehension.

C. For mid-year promotion after November 1:

1. Retained Grade 3 students may be recommended for mid-year promotion based on satisfactory performance on the Scholastic Reading Inventory Spring Lexile Score equivalent to an FCAT Grade 4, Level 2: an SRI assessment that is > 414 (Nov. 2) to > 431 (Dec. 1) Lexile level.
2. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. For all mid-year promotions:

The principal will recommend for mid year promotion for all eligible students. The Elementary Executive Director will review and sign all Mid Year Promotion recommendations.

- E. The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XII. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

- A. Grade 3 students who are not promoted will continue to be monitored with 3 times annually Oral Reading Fluency (ORF) checks.
- B. Tier 2 students (those who have been retained once in grade 3) will continue to be scheduled into a 90-120 minute reading block.
- C. Tier 3 students (those who have been retained twice in grade 3) will continue to be scheduled into a 180 minute reading block.

XIII. ACCELERATION

- A. In rare instances, students may be considered for grade level acceleration. Generally, students performing above grade level should have their instructional program modified to meet their academic needs. If the principal and professional staff feels that sufficient accommodations cannot be provided at the grade level to meet the needs' of the student, grade acceleration may be recommended.

XIV. INSTRUCTIONAL PROGRAM

- A. The Sarasota County District Curriculum for elementary students shall address the appropriate benchmarks of the Florida State Board adopted Sunshine State Standards in language arts, mathematics, science, social studies, physical education/health and the arts.
- B. All teachers shall provide instruction that supports student mastery of the district curriculum. Students in K-5 shall have regular study of mathematics, science, language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.
- C. Each school will offer instruction for English Language Learners, which complies with the 1990 LULAC/META Consent Decree and with the Sarasota District LEP Plan.

XV. STUDENT RIGHTS FOR INSTRUCTION

- A. All Sarasota School District classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).
- B. English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in F.S. 1003.56. Services will be provided as outlined the District LEP Plan. No ELL student will be retained solely due to a lack of English language proficiency.
- C. No student will be denied appropriate use of his/her primary language [F.S. 1003.56].
- D. Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood,

marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy and published in the brochure entitled Policy Against Discrimination for Students, which may be accessed at:

[http://www.sarasota.k12.fl.us/humres/forms/Equity Book-Student.pdf](http://www.sarasota.k12.fl.us/humres/forms/Equity%20Book-Student.pdf)

- E. In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XVI. GRADING OF STUDENT PERFORMANCE

- A. The teacher shall be the authority in assigning each student a grade.
- B. The grades reflecting achievement for academic subjects in grades 1-5 with numerical equivalents will be:
 - A = 90 - 100% Outstanding Progress
 - B = 80 - 89% Above Average Progress
 - C = 70 - 79% Average Progress
 - D = 60 - 69% Lowest Acceptable Progress
 - F = 0 - 59% Failure
 - I = Incomplete
- C. The grades reflecting achievement for art, music, physical education and, in grades one and two, for science and social studies shall be:
 - O = Outstanding achievement
 - S = Satisfactory achievement
 - U = Unsatisfactory achievement
- D. The grades reflecting achievement for work habits in grades 1 – 5 shall be:
 - P = Pass
 - F = Fail
- E. A “—“ is to be used in the grading section for students in Resource/ESE Programs who are missing instruction in that subject.

- F. Evaluation of achievement will include progress toward mastery of district curriculum objectives.
- G. The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student shall be indicated by the designation on, above or below, which shall be placed immediately before the academic letter grade in reading and mathematics. These designations will be reflected in grades 2 –5 quarterly and beginning with the second quarter for grade one. The designation shall indicate the student is working on mastery of district curriculum objectives predominately at that level.
- H. Student effort shall be indicated by the following codes:

E = Excellent	Shows outstanding participation. Strives beyond class assignment and homework. Is highly motivated and well organized.
G = Good	Participates much of the time. Completes class assignments and homework. Is motivated and organized.
S = Satisfactory	Usually participates. Completes class assignments and homework. Is attentive.
N = Needs Improvement	Rarely participates. Frequently does not complete assignments. Is inattentive and poorly organized.
U = Unsatisfactory	Does not participate. Does not complete assignments. Lacks motivation and organization.
- I. Kindergarten grading shall be a checklist of specific competencies marked to indicate progress.

XVII. REPORT CARDS

- A. Teacher comments on the report card shall be indicated through a coding system. The designation of the language arts component shall be:
 1. Reading
 2. Written Communication (content usage, punctuation and capitalization)
 3. Spelling
 4. Handwriting (S or U)

- B. The report shall contain a narrative explanation of the grading system.
- C. Report cards shall be issued quarterly. Additionally, mid-grading period notices shall be issued for students who are in danger of failing a subject.
- D. Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.
- E. For each grading period at the elementary school level, one area of mastery that shall be rated by the teacher will be the development of work habits. Those work habits include:
 - 1. Attendance
 - 2. Coming to school on time
 - 3. Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
 - 4. Maintenance of an assigned notebook or similar system
 - 5. Completion of homework
 - 6. Appropriate dress for class
 - 7. Attitude of cooperation with teacher and fellow students
 - 8. Time in class is devoted to the appropriate task
- F. The grading system for the development of work habits will be either a pass/fail or a checklist indicating mastery appropriate for the grade level. Students who receive a failing grade or do not master the work habits will be considered for retention.
- G. Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation. If further appeal is requested, a review panel as described in the S.C.T.A./School Board of Sarasota County Instructional Bargaining Unit Agreement shall be charged to investigate and render a binding judgment.

10/01/02 S.B. approved; rev. 3/07