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| **KINDERGARTEN PROMOTION CRITERIA** | |
| Criterion #1: | Scores Instructional Reading Level 3 or greater on the Developmental Reading Assessment (DRA). |
| Criterion #2: | Scores Instructional Reading Level 2 or greater on the Rigby PM Benchmark Assessment. |
| **GOOD CAUSE CRITERIA** | |
| Criterion #3:  Alternative Assessment | Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS). |
| Criterion #4:  Alternative Assessment | Recognizes 48 of 52 Letter Names **AND**  Distinguishes 20 of 26 Letter Sounds **AND**  Understands 15 of 21 Concepts of Print |
| 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 twoor 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 demonstrates increased performance based on progress monitoring data (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. |

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| **FIRST GRADE PROMOTION CRITERIA** | |
| Criterion #1: | Scores Instructional Reading Level 16 or greater on the Developmental Reading Assessment (DRA). |
| Criterion #2: | Scores Instructional Reading Level 16 or greater on the Rigby PM Benchmark Assessment. |
| **GOOD CAUSE CRITERIA** | |
| Criterion #3:  Alternative Assessment | Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS). |
| Criterion #4:  Alternative Assessment | 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). |
| Criterion #5:  Alternative Assessment | Scores 55%or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension. |
| Criterion #6:  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 #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:  ELL Committee Recommendation | English Language Learner (ELL) student with twoor 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 #9:  ESE Alternate Assessment | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment. |
| Criterion #10:  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 #11:  ESE Previous Retention | Student with a disability participating in districtwide 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 #12:  Intervention through RtI Process | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (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 #13:  Extraordinary Circumstances | Student receives a Superintendent’s Exemption from retention due to extraordinary circumstances. |

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| **SECOND GRADE PROMOTION CRITERIA** | |
| Criterion #1: | Scores Instructional Reading Level 28 or greater on the Developmental Reading Assessment (DRA). |
| Criterion #2: | Scores Instructional Reading Level 22 or greater on the Rigby PM Benchmark Assessment. |
| **GOOD CAUSE CRITERIA** | |
| Criterion #3:  Alternative Assessment | Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS). |
| Criterion #4:  Alternative Assessment | 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). |
| Criterion #5:  Alternative Assessment | Scores 65%or greater on the Primary End of Year Reading Testthat aligns with the Florida Standards in reading comprehension. |
| Criterion #6:  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 #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:  ELL Committee Recommendation | English Language Learner (ELL) student with twoor 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 #9:  ESE Alternate Assessment | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment. |
| Criterion #10:  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 #11:  ESE Previous Retention | Student with a disability participating in districtwide 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 #12:  Intervention through RtI Process | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (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 #13:  Extraordinary Circumstances | Student receives a Superintendent’s Exemption from retention due to extraordinary circumstances. |

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| **THIRD GRADE PROMOTION CRITERIA** | |
| Criterion #1: | Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts. |
| **GOOD CAUSE CRITERIA** | |
| Criterion #2:  Alternative Assessment | Scores 45th 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 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 Assessment of Florida Standards (BAFS) reading assessment (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 twoyears, 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 instruction for more than two years, and was previously retained in grades K-3. |

**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.**

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| **FOURTH GRADE PROMOTION CRITERIA** | |
| Criterion #1: | **READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts. |
| **MATH:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics. |
| 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! Mathematics Florida Standards 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 Instructional Reading Level 27 or greater on the Rigby PM Benchmark Assessment. |
| **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 twoor 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 instruction 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 demonstrates increased performance based on progress monitoring data (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. |

**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.**

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| **FIFTH GRADE PROMOTION CRITERIA** | |
| Criterion #1: | **READING:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts. |
| **MATH:** Scores Level 2 or greater on the Florida Standards Assessment (FSA) for Mathematics. |
| 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! Mathematics Florida Standards 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 Instructional Reading Level 30 or greater on the Rigby PM Benchmark Assessment. |
| **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 twoor 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 instruction 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 demonstrates increased performance based on progress monitoring data (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. |