

Appendix B: SBBC Policy 6000.1 Elementary Procedural Manual
2012-2013
Student Progression Criteria Matrix-GRADES K-5

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Promotion Criteria #1	Reading	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the next generation sunshine state standards in reading comprehension	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the next generation sunshine state standards in reading comprehension	Scores at or above Level 2 on the FCAT 2.0 – SSS Reading	Scores at or above Level 2 on the FCAT 2.0 – SSS Reading	Scores at or above Level 2 on the FCAT 2.0 – SSS Reading
	Math	N/A	N/A	N/A	N/A	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics	Scores at or above Level 2 on the FCAT 2.0 – NGSSS Mathematics
Promotion Criteria #2	Reading	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2 OR 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	Scores at or above the 35 th percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 35 th percentile on the Stanford Diagnostic Test in reading comprehension	N/A	N/A	N/A

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Good Cause Alternative Assessment for Promotion	Reading	Scores at or above the 35 th percentile on the Stanford Diagnostic Test in reading comprehension	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22	Scores at or above the 45 th percentile on the current version of the Stanford Achievement Test in reading comprehension	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension
	Math	N/A	N/A	N/A	N/A	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)	Scores at or above the 30 th percentile on the Stanford Diagnostic Test in Total Math (including “Concepts and Applications” and “Computation”)
Good Cause Portfolio Criteria	Reading	N/A	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	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	Scores at or above 70% for each of the fourteen reading benchmarks on the Just Read, Florida! Third Grade Reading Assessment Portfolio	Scores at or above 70% on the Macmillan/ McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)	Scores at or above 70% on Macmillan/ McGraw-Hill Benchmark Reading Test, Form D (multiple choice items only)
	Math	N/A	N/A	N/A	N/A	Scores at or above 60% on the Go Math End of Year Test	Scores at or above 60% on the Go Math End of Year Test

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Good Cause Additional Criteria	Previously Retained	Previously retained in K	Previously retained in K and/or 1 st for a maximum total of 2 years, not to exceed 1 retention per grade level	Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level	Previously retained in K, 1, 2, or 3 for a maximum total of 2 years,	Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3 rd	Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level, other than mandated 3 rd
	ESE	IEP says no FCAT participation	IEP says no FCAT participation	IEP says no FCAT participation	IEP says no FCAT participation	IEP says no FCAT participation	IEP says no FCAT participation
	ESE	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-3 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-4 (maximum of one retention in K-5 unless parent requests additional retention)	Student with a disability who was previously retained in K-5 (maximum of one retention in K-5 unless parent requests additional retention)
	ELL	ELL students with less than 2 years in ESOL program	ELL students with less than 2 years in ESOL program	ELL students with less than 2 years in ESOL program	ELL students with less than 2 years in ESOL program	ELL student with less than 2 years in the ESOL program	ELL student with less than 2 years in the ESOL program
	ELL	N/A	An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	N/A	An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	An ELL student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
	Students in RtI Process	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level	N/A	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level