

**Amended Language of Section 1008.25, Florida Statutes – Public School Student Progression; Remedial Instruction; Reporting Requirements**

Title	Section	<i>Amended Language (SB 354 and 364)</i>	Indicators
Assessment and Remediation	1008.25(4)(b)	<i>For a student for whom a personalized middle school success plan is required pursuant to s. 1003.415, the middle school success plan must be incorporated in the student's academic improvement plan.</i>	Look for reference to middle school success plan under Academic Improvement Plan. Look for language that describes how AIP and PMSSP will be combined to ensure that all required components of both are addressed
	Reading Deficiency and Parental Notification	1008.25(5)(c)	Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:
<i>6. That the FCAT is not the sole determiner of promotion</i>			Look for this exact statement
<i>and that additional evaluations,</i>			Look for this exact statement
<i>assessments,</i>			Look for this exact statement
<i>and portfolio review may be used to determine if the student is reading at or above grade level.</i>			Look for this exact statement
<i>7. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.</i>			Look for list of criteria and procedures <u>and</u> <u>timeline</u> for mid-year promotion. Look for reference of school board policy (that it has been developed and/or approved).

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Elimination of Social Promotion	1008.25(6)(b)	<p>The district school board may only exempt students from mandatory retention, as provided in paragraph (5) (b), for good cause. Good cause exemptions shall be limited to the following:</p>	<p>Look for exact language.</p>
		<p><i>Students previously retained in grade 3 are added to the list of good cause exemptions.</i></p>	<p>Students previously retained in kindergarten or grades 1, 2, or 3.</p>
Successful Progression for Retained Readers	1008.25(7)(a)	<p><i>Students retained under the provisions of paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency...</i></p>	<p>Look for exact language.</p>
		<p><i>...as identified by a valid and reliable diagnostic assessment.</i></p>	<p>Look for exact language.</p>
		<p><i>This intensive intervention must include:</i>  <i>Effective instructional practices;</i></p>	<p>Look for exact language.</p>

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		<i>Participation in the summer reading camp;</i>	Look for exact language.
		<i>Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.</i>	Look for exact language.
Successful Progression for Retained Readers	1008.25(7)(b) 1	<i>Beginning with the 2004-2005 school year, each school district shall conduct a review of AIP's for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet one of the good cause exemptions.</i>	Look for this exact statement.
		<i>The review shall address additional supports and services needed to remediate the identified areas of reading deficiency.</i>	Look for this exact statement and optimally a description of additional support and services to remediate students' deficiencies.
		<i>The school district shall require a student portfolio to be completed for each such student.</i>	Look for this exact statement and optimally a description of the content of the portfolio.
	1008.25(7)(b) 2	<i>Beginning with the 2004-2005 school year, each school district shall provide students who are retained under the provisions of paragraph (5)(b) with a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:</i>	Look for this exact statement. (5)(b) refers to the mandatory retention of students who are not remediated at the end of the third grade as demonstrated by scoring level 2 or higher on the FCAT.  (Note that a through g are suggested components; implementation of all is not required.)
		<i>a. Small group instruction;</i>	Look for this exact statement.

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Successful Progression of Retained Readers	1008.25(7)(b) 2, continued	<i>b. Reduced teacher-student ratios;</i>	Look for this exact statement and optimally a description of the ratio. This can be that the ratio is lower than other classrooms at the same grade level in a school.
		<i>c. More frequent progress monitoring;</i>	Look for this exact statement and optimally a description of the frequency of the progress monitoring and instrument used during the course of the school year.
		<i>d. Tutoring or mentoring;</i>	Look for this exact statement and optimally the frequency of tutoring and by whom.
		<i>e. Transition classes containing 3<sup>d</sup> and 4<sup>th</sup> grade students</i>	Look for this exact statement.
		<i>f. Extended school day, week, or year;</i>	Look for this exact statement and optimally a description of the extended services.
		<i>g. Summer reading camps</i>	Look for this exact statement.
	1008.25(7)(b) 3	<i>Beginning with the 2004-2005 school year, each school district shall provide written notification to the parent of any student who is retained under the provisions of paragraph (5) (b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6) (b).</i>	Look for this exact statement with appropriate reasons for ineligibility listed
		<i>The notification must comply with the provisions of s.1002.20(14)...</i>	Look for this statement
		<i>...and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.</i>	Look for this exact statement with a description of proposed interventions and supports

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Successful Progression for Retained Readers		<i>Beginning with the 2004-2005 school year, each school district shall implement a policy for the mid-year promotion of any retained student who can demonstrate that they are a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.</i>	Similar language regarding intent of mid-year promotion.
	1008.25(7)(b) 4	<i>Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.</i>	Language that is consistent with the TBA SBE Rule.
		<i>Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of Education.</i>	Language that is consistent with the TBA SBE Rule
		<i>and portfolio reviews, in accordance with rules of the State Board of Education.</i>	Language that is consistent with the TBA SBE Rule
	1008.25(7)(b) 5	<i>Beginning with the 2004-2005 school year, each school district shall provide students who are retained under the provisions of paragraph (5)(b) with a high-performing teacher</i>	Look for this exact statement. (5)(b) refers to the mandatory retention of students who are not remediated at the end of the third grade as demonstrated by scoring level 2 or higher on the FCAT.  Note that DOE interpretation is that a first year teacher could not fill this role.
		<i>as determined by student performance data</i>	Look for this exact statement and optimally a description of the student performance data.
		<i>and above-satisfactory performance appraisals.</i>	Look for this exact statement. Note that some districts only rate teachers as satisfactory or unsatisfactory, so above-satisfactory appraisals are not an option.

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Successful Progression for Retained Readers	1008.25(7)(b) 6	<i>Beginning with the 2004-2005 school year, each school district shall, in addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options:</i>	Look for this exact statement.
		<i>a. Supplemental tutoring in scientifically research based reading services in addition to the regular reading block</i>	Look for this exact statement and optimally a description of the SBRR services.  Note that DOE interpretation is that supplemental tutoring equates to intervention. A list of approved supplemental SBRR programs can be found at <a href="http://www.fcr.org">http://www.fcr.org</a> Click on Tier 3 students to access this list.
		<i>b. A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading;</i>	Look for this exact statement.
		<i>c. A mentor or tutor with specialized reading training.</i>	Look for this exact statement and optimally the frequency of tutoring and by whom. Specialized reading training could be clarified.
	1008.25(7)(b) 7	<i>Beginning with the 2004-2005 school year, each school district shall to establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:</i>	Look for this exact statement.
		<i>a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools.</i>	Look for this exact statement. This statement refers to screening, diagnostics and progress monitoring.
		<i>(For non-Reading First Schools) The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;</i>	Look for this exact statement.

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Successful Progression for Retained Readers	1008.25(7)(b) 7, continued	<i>b. Be provided during regular school hours in addition to the regular reading instruction</i>	Look for this exact statement and optimally a description of the Reading Enhancement and Accelerated Development (READ) provided.
		<i>c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:</i>	Look for this exact statement.
		<i>c. (I) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.</i>	Look for this exact statement.
		<i>c. (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.</i>	Look for this exact statement.
		<i>c. (III) Provides scientifically based and reliable assessment.</i>	Look for this exact statement and optimally a description of the assessments used.
		<i>c. (IV) Provides initial and ongoing analysis of each student's reading progress.</i>	Look for this exact statement and optimally a description of the ongoing analysis.
		<i>c. (V) Is implemented during regular school hours.</i>	Look for this exact statement.
		<i>c. (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.</i>	Look for this exact statement and optimally some detail about the curriculum in the core academic subjects

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Successful Progression for Retained Readers	1008.25(7)(b) 8	<p><i>Beginning with the 2004-2005 school year, each school district shall establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall:</i></p>	
		<p><i>a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT;</i></p>	Look for this exact statement.
		<p><i>b. Have a reduced teacher-student ratio;</i></p>	Look for this exact statement and optimally a description of the ratio. This can be that the ratio is lower than other classrooms at the same grade level in a school.
		<p><i>c. Provide uninterrupted reading instruction for the majority of student contact time each day...</i></p>	Look for this exact statement.
		<p><i>...and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas;</i></p>	Look for this exact statement.
		<p><i>d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year;</i></p>	<p>Look for this exact statement and a description of the SBRR provided program.</p> <p>A list of approved supplemental SBRR programs can be found at <a href="http://www.fcr.org">http://www.fcr.org</a> Click on Tier 3 students to access this list.</p>



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Successful Progression for Retained Readers	1008.25(7)(b) 8, continued	<i>e. Provide intensive language and vocabulary instruction using a scientifically research-based program...,</i>	Look for this exact statement and a description of the SBRR provided program. A list of approved supplemental SBRR programs can be found at <a href="http://www.fcr.org">http://www.fcr.org</a> Click on Tier 3 students to access this list.
		<i>...including use of a speech language therapist;</i>	Look for this exact statement and optimally a description of the services provided by the speech language therapist. Therapists may act in an advisory role and they are not expected to not provide direct services to READ
		<i>f. Include weekly progress monitoring measures to ensure progress is being made;</i>	Look for this exact statement.
		<i>g. Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.</i>	Look for this exact statement. The manner prescribed by the Department is the Performance Monitoring and Reporting Network (PMRN) developed by FCRR.
	1008.25(7)(b) 9	<i>Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports.</i>	Look for this exact statement and optimally a description of the specific intensive reading interventions provided.  Required components are screening, diagnostics, progress monitoring and outcomes as directed by the AIP.

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Successful Progression for Retained Readers	1008.25(7)(b) 10	<i>Districts shall provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting.</i>	Look for this exact statement and description of student teacher ratio, CORE program used, supplemental programs provided and the number of adults in the class.
		<i>Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards...</i>	Look for this exact statement.
		<i>...while continuing to remediate the areas of reading deficiency.</i>	Look for this exact statement.