

Florida Department of Education

**Public School  
Student Progression**

# Intervention and Remediation: It's the law!

Section 232.245, Florida Statutes,  
Pupil Progression, is now

Section 1008.25, Florida Statutes,  
Public School Student Progression

# Public School Student Progression

- Section 1008.25, F.S., Public School Student Progression, can be accessed at [www.leg.state.fl.us](http://www.leg.state.fl.us)
- Click on School Code Rewrite, then SB 20 Final Version
- Section 1008.25 begins on page 825.

# Public School Student Progression

- What was formerly called “Pupil Progression” is now called “Student Progression”
- Still requires districts to establish levels of performance for student progression at each grade in reading, writing, math and science

# Public School Student Progression

- Must incorporate state levels when available (FCAT)
- Still requires Academic Improvement Plan (AIP) for each student with a deficiency in reading, writing, math and science at each grade

# Public School Student Progression

- Still provides for no social promotion  
focus of state concern is on 3rd grade  
reading

# Public School Student Progression

- Districts must allocate remedial and supplemental resources in the following priority:

first, students deficient in reading by end of grade 3

then, students not meeting performance levels required for promotion

# Students with Reading Deficiencies

- AIP must describe
  - specific deficiencies in phonemic awareness, phonics, fluency, comprehension, vocabulary
  - desired performance in these areas
  - instructional/support services provided

# Students with Reading Deficiencies

- Schools must monitor progress
- Districts must assist schools/teachers in implementing research-based activities for low-performing students

# Students with Reading Deficiencies

If a student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on FCAT in reading for grade 3, the student must be retained.

# Students with Reading Deficiencies

- Parents must be notified in writing:
  - that the child has a substantial reading deficiency
  - that, if the deficiency is not remediated by the end of grade 3, child will be retained, unless good cause exemption

# Students with Reading Deficiencies

- Parents must be notified in writing:
  - notification must include a description of current and proposed supplemental remedial services

# Social Promotion

- No student can be assigned to a grade based solely on age or other factors that constitute social promotion
- No administrative placements

# Social Promotion

- Appropriate alternative placement for a student who has been retained two or more years is now required
- District may exempt students from mandatory 3rd-grade retention only for good cause

# Good-Cause Exemptions

- State requirements for Good-Cause Exemption apply to:
  - students with reading problems
  - students who have had remediation but still do not score above Level 1 on Reading FCAT in Grade 3

# Good-Cause Exemptions

1. A student with disabilities whose IEP indicates participation in FCAT is inappropriate
2. LEP with < 2 years of ESOL

# Good-Cause Exemptions

3. Student demonstrates acceptable performance on alternative standardized reading assessment approved by State Board of Education

# Good-Cause Exemptions

4. Student with portfolio showing reading skills equal to or above FCAT Level 2 performance

# Good-Cause Exemptions

5. A student with disabilities, taking FCAT, whose IEP or 504 plan show intensive remediation in reading 2+ years but still deficient in reading and previously retained in K-2

# Good-Cause Exemptions

6. Any 3rd-grade student receiving intensive remediation in reading 2+ years but still deficient in reading and previously retained K-2 for a total of 2 years
  - If promoted under #6, intensive reading instruction must include
    - an altered instructional day
    - AIP with diagnosis and specific reading strategies

# Requests for Good-Cause Exemptions

- If an alternate assessment or a portfolio are the basis for the request:
  - Teacher submits evidence to principal that promotion is appropriate based on student's academic record
  - Principal reviews/discusses with teacher and determines promotion or retention

# Requests for Good-Cause Exemptions

(continued)

- For an alternative assessment or a portfolio as the basis for the request:
  - Principal recommends promotion in writing to superintendent
  - Superintendent accepts or rejects principal's recommendation in writing.

# Annual Reporting

- Continued annual reporting to parents regarding the progress of each student towards achieving expectations in reading, writing, math & science

# Annual Reporting

- Beginning in 2003, the district must publish in local newspaper & submit to SBE by September 1:
  - Policies/procedures on retention/promotion
  - Number/percent students in 3-10 at Levels 1 and 2 on FCAT reading by grade
  - Number/percent retained 3-10 by grade
  - Number promoted for good cause by each category of good cause
  - Revisions to policy on retention/promotion from prior year

# SBE Enforcement

- SBE has authority to enforce compliance
- DOE provides technical assistance