

Florida Department of Education
District Certification of Compliance 1008.25 F.S.

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**WEB-BASED DISTRICT CERTIFICATION
OF COMPLIANCE WITH S. 1008.25, F.S**

VERIFICATION OF CURRENT IMPLEMENTATION
Submission Deadline: July 1, 2004

[Click here to view statute.](#)

Please enter link to District Student Progression Plan or other document, the applicable page number(s), and the date of School Board Approval in the field provided.

Link to District Student Progression Plan:

School Board Approval Date:

Please respond to all the items listed below by entering the starting page number in your Student Progression Plan that addresses the requirement.

ESTABLISHMENT OF A COMPREHENSIVE PROGRAM FOR STUDENT PROGRESSION

1008.25(2)(a) Establish a comprehensive student progression plan that includes standards for evaluating each student's performance on the Sunshine State Standards.

1008.25(2)(b) The progression plan must include specific levels of performance in reading, writing, science, and mathematics for each grade level, below which a student must receive remediation or be retained.

1008.25(2)(c) The progression plan must include appropriate alternative placement for a student who has been retained for two or more years.

ALLOCATION OF RESOURCES

1008.25(3) Remedial and supplemental instruction resources must be allocated as follows: First, to students who are deficient in reading by the end of grade 3, and second to students who fail to meet performance levels required for promotion.

ASSESSMENT

1008.25(4)(a) Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

REMEDIATION

1008.25(4)(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and implement an academic improvement plan (AIP).

1008.25(4)(b) For a student with a deficiency in reading, the AIP shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary, the desired levels of performance, and the instructional and support services to be provided. Schools shall also provide for the frequent monitoring of the student's progress.

1008.25(4)(b) District school boards shall assist schools and teachers in the implementation of research-based reading activities.

1008.25(4)(b) Remedial instruction provided during high school may not be in lieu of required English and mathematics credits.

1008.25(4)(c) If a student's documented deficiency has not been remediated, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met, the student graduates from high school, or is not subject to compulsory school attendance.

READING DEFICIENCY

1008.25(5)(a) Student in kindergarten or grade 1, grade 2, or grade 3 who exhibit a substantial deficiency in reading must be given intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

1008.25(5)(b) If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT), the student must be retained.

PARENTAL NOTIFICATION

1008.25(5)(c) The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency; a description of the current services and proposed supplemental instructional services and supports; that if the reading deficiency is not remediated by the end of grade 3, the child will be retained unless he or she meets one of the good cause exemptions; strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

1008.25(8) An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test, classroom work, observations, tests, district assessments, and other relevant information.

ELIMINATION OF SOCIAL PROMOTION

1008.25(6)(a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

GOOD CAUSE EXEMPTIONS

1008.25(6)(b) Good cause exemptions for retention shall be limited to the following: Limited English Proficient (LEP) students having less than 2 years of English for Speakers of Other Languages (ESOL) instruction; students with disabilities whose individual educational plans (IEP) indicate that participation in the statewide assessment is not appropriate consistent with State Board of Education rule; students who demonstrate an acceptable level of performance on an alternative standardized reading assessment, approved by the State Board of Education; students who demonstrate, through a student portfolio, that the student is reading on grade level; students previously retained in kindergarten, grade 1, 2, or 3 with an IEP or Section 504 plan who participate in the FCAT and have received intensive remediation for more than two years but still demonstrate a deficiency; students who were previously retained in kindergarten, grade 1, 2, or 3 for a total of two years and have received the intensive remediation for two or more years but still demonstrate a deficiency.

1008.25(6)(c) Requests for good cause exemptions shall include: documentation from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's: academic record; the existing AIP and/or IEP, if applicable; report card; or student portfolio. The principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. The principal shall notify the district school superintendent in writing of the proposed promotion. The superintendent shall accept or reject the principal's recommendation in writing.

ANNUAL REPORTING

1008.25(8)(a) Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

1008.25(8)(b) Districts must annually publish in the local newspaper the following: the district policies and procedures on student retention and promotion; the number and percentage of all students by grade level performing at Levels 1 and 2 on the FCAT Reading; the number and percentage, by grade, of all students retained; the total number of students promoted for good cause, by each category; and any revisions to the district school board's policy on retention and promotion .

Link to Local Newspaper:

Date of Publication:

Section of Newspaper:

**WEB-BASED DISTRICT CERTIFICATION
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**PART II: VERIFICATION OF IMPLEMENTATION OF AMENDED LANGUAGE
Submission Deadline: December 1, 2004**

Links to Bills that modify S.1008.25, F.S.:

[SB 354 - Middle School Success Plans](#)

[SB 364 - Reading Deficiencies](#)

[Click here to view statute.](#)

Please enter link to District Student Progression Plan or other document, the applicable page number(s), and the date of School Board Approval.

Link to District Student Progression Link:

School Board Approval Date:

Please respond to all the items listed below by entering the starting page number in your student progression plan that addresses the requirement.

MIDDLE GRADES REFORM ACT

1003.415(7)(a) Each principal of a school with grades 6, 7, or 8 shall designate a certified staff member at the school to develop and administer a personalized middle school success plan for each entering sixth grade student who scored below Level 3 in reading on the most recently administered FCAT. The success plan shall be developed in collaboration with the student and his or her parent and must be implemented until the student completes the eighth grade or scores at Level 3 or above in reading on the FCAT. The middle school success plan may be included as part of a progress report or report card, included as part of a general orientation at the

beginning of the school year, or provided by electronic mail or other written correspondence. The success plan must: identify educational goals and intermediate benchmarks for the student in the core curriculum areas; be based upon academic performance data and the identification of the student's strengths and weaknesses; include academic intervention strategies with frequent progress monitoring; provide innovative methods to promote the student's advancement which may include: flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, and other interventions that have been shown to accelerate the learning process. The middle school success plan must be incorporated in the student's academic improvement plan.

PARENTAL NOTIFICATION

1008.25(5)(c) The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the good cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

1008.25(7)(b)3 Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

READ INITIATIVE

1008.25(7)(b)7 Districts shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or 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:
be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum .

SUCCESSFUL PROGRESSION FOR RETAINED READERS

1008.25(7)(a) Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

1008.25(7)(b)1 Each school district shall conduct a review of AIP's for all retained third grade students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

1008.25(7)(b)1 The school district shall require a student portfolio to be completed for each retained third grade student.

1008.25(7)(b)2 Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps .

1008.25(7)(b)4 Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. 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.

1008.25(7)(b)5 Districts shall provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

1008.25(7)(b)6 Districts shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

INTENSIVE ACCELERATION CLASS FOR RETAINED READERS

1008.25(7)(b)8 Districts shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and weekly progress monitoring measures.

TRANSITIONAL INSTRUCTIONAL SETTING

1008.25(7)(b)10 Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

SUCCESSFUL PROGRESSION FOR RETAINED READERS - REPORTING

1008.25(7)(b)8g Districts shall report on the progress of students in the IAC to the Department of Education at the end of the first semester. To implement this requirement, the administration of the grade three probes from the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) along with the Progress Monitoring and Reporting Network (PMRN) will be required for these students. More information on these requirements will be forthcoming.

1008.25(7)(b)9 Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented. Please describe the intensive interventions and supports that were provided to third grade students who scored Level 1 on the 2003 Reading FCAT and were retained in 2003-04.

Data for this requirement is to be entered on subforms (linked from main menu).
