



Gary Chartrand, *Chair*
John R. Padget, *Vice Chair*
Members
John A. Colón
Marva Johnson
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

MEMORANDUM

TO: School District Superintendents

FROM: Hershel Lyons

DATE: May 8, 2015

SUBJECT: Student Progression: New Requirements, Changes and Continued Requirements

Contact Information:

Mary Jane Tappen
850-245-0509
Mary.Tappen@fldoe.org
DPS: 2015-70

This memorandum is to inform you about new requirements, changes and continued requirements regarding student progression. There were several changes in legislation passed and signed by Governor Scott this session that may impact district student progression policies. Although several requirements of districts have been deleted, these changes do not prevent continued local policies that support the yearlong collection of evidence of student mastery of Florida's adopted standards. The new requirements, changes and possible impacts on district policy include:

- 1) New Legislative Requirements beginning immediately:
 - a. Districts continue to be required to establish a comprehensive plan for student progression. New legislation adds that this plan must:
 - i. Provide for a student's progression from one grade to another based on the student's mastery of the standards, specifically in English language arts, mathematics, science and social studies.
 - ii. The plan must include criteria that emphasizes student reading proficiency in kindergarten through grade 3.

Change: The deletion of the requirement for each elementary school to regularly assess the reading ability of each K-3 student.

Impact:

- b. Districts will continue to make decisions regarding policies to collect evidence of student mastery of Florida's adopted standards.

- c. Due to the technical difficulties experienced at the beginning of the 2014-2015 school year and the time and cost of building a new tool, the FDOE will no longer be providing the FAIR K-2 progress monitoring tool. Florida's test item bank is free for district use to build interim assessments. Additionally, the Just Read, Florida! Office is researching other available resources.
 - d. The kindergarten readiness screener, WSS, will continue to be used next year with two additional reading observation elements added. This tool meets the state requirement for kindergarten screening. The results of this observation tool may be used by kindergarten teachers to provide instruction in any gaps observed in a child's kindergarten readiness.
- 2) New Legislative Requirements beginning immediately:
- a. Section 1008.22 requires each student who does not achieve a Level 3 (satisfactory) or above on a statewide, standardized assessment be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic support to improve the student's performance. A student who is not meeting the school or district requirements for satisfactory performance must be covered by one of the following plans:
 - i. A federally required student plan such as an individual education plan (IEP);
 - ii. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
 - iii. An individual progress monitoring plan.
 - b. Districts are required in their student progression plan to provide targeted instructional support to students with identified deficiencies in English language arts, mathematics, science and social studies.

Change: The deletion of required remediation of students with Level 1 and Level 2 scores on statewide English language arts and mathematics statewide assessments.

Impact:

- c. Intensive reading, intensive language arts, intensive writing and intensive mathematics continue to be included in Florida's course code directory. Districts and/or schools will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support.

- 3) New Legislative Requirements beginning immediately:
- a. High schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

Change: The deletion of the requirement of high schools to be evaluated before the beginning of grade 12, the college readiness of each student who scores Level 2 or 3 on the grade 10 FCAT Reading and/or Level 2, 3 or 4 on the Algebra I assessment and requires students with any identified deficiencies to complete appropriate postsecondary preparation instruction before high school graduation.

Impact:

- b. Districts are no longer required to assess identified students on the PERT, ACT or SAT. Districts are no longer required to enroll students identified with deficiency in college ready or college success courses their 12th grade year.
- c. The PERT assessment will continue to be available to districts as a student college ready assessment.
- d. The college ready and college success courses continue to be included in Florida's course code directory. Districts and/or schools will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support.
- e. The PERT mathematics comparative score will still be available for students in 2015-2016 who have not been successful in meeting the high school diploma requirement of passing the Algebra I EOC.

Continued Requirements:

- I. Middle grades promotion requirements defined in Section 1003.4156(1) with the elimination of subparagraphs (2) and (3) that included the remediation requirement for Level 1 and Level 2 students.
- II. Requirements for a standard high school diploma defined in Section 1003.4282 with the elimination of subparagraph (5) that included the remediation requirements for Level 1 and Level 2 students.

- III. Legislative clarification, beginning in 2015-2016, grade 3 students must score a Level 2 or higher on the ELA statewide, standardized assessment for promotion to grade 4.
- IV. District, school and student participation in statewide assessments.

We encourage school districts to begin the review of current district student progression plans to identify sections that meet new requirements and sections that may need updating or amending. Additionally, we encourage districts that have not already done so, to define policies and practices regarding student required participation on statewide assessments to ensure actions that are equitable from school to school and student to student. We are eager to work as your partner as we implement these policies that are focused on support for all students meeting high expectations.