



Public Schools Student Progression Report

As required by Florida Statute 1008.25

School Year 2018-2019

Superintendent William V. Husfelt III

The district school board must annually publish on the district website the following information on the prior school year:

- 1. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 through 5 on the reading portion of the FL state assessment (FSA).
- 2. By grade, the number and percentage of all student retained in grades 3 through 10.
- 3. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph six.

Bay District Schools Retention Policy (Chapter 8 of the Bay District Schools Policy Manual)

RETENTION OF STUDENTS K-8 8.402

Student progression from grade to grade will be based on achievement/credits/units. A student may not be promoted based on age or other factors that constitute social promotion. When a student is retained, he/she must receive an intensive program that is different from the previous year’s program and that takes into account the student’s learning style. Students in grades K-8 who have not mastered the district identified curriculum for the grade level shall be retained. Students recommended for retention are subject to the provisions of §1008.25, Fla. Stat.

If at the end of the first semester a student is in danger of retention, a warning message will be printed on the student’s second quarter report card. Parent(s) or legal guardians must be notified by mail no later than 30 school days prior to the last day of school if the student appears to be in danger of retention. After this date, each student must continue to complete satisfactorily all assignments to assure promotion. Parents of students in grades 3, 5, and 8 will be notified of mandatory retention upon district-receipt of all FL state assessment scores and the reasons the student is not eligible for good cause exemption. Grade three notification must also include a description of proposed interventions and supports that will be provided to the student.

Retention. The principal has the final responsibility to ensure that all district and state policies regarding the retention and promotion of students are followed in accordance with § 1008.25, Fla. Stat. These criteria are intended to be a minimum for retention:

- 1. Failure to achieve state standards
- 2. Overall achievement/performance in all academic areas
- 3. Failure to achieve district level proficiencies per School Board Policy 8.301
- 4. Attendance in accordance with School Board Policy 7.104.

Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

K-8 Retention Guidelines. Students are subject to the provisions outlined in the K-8 retention guidelines. School personnel shall follow all requirements set forth in those guidelines.

3rd Grade

Third Grade Mandatory Retention. Students with a reading deficiency, as identified by §1008.25(5)(a), not remedied by the end of Grade 3, as demonstrated by scoring a Level 1 on the statewide assessment test in reading for Grade 3, shall be subject to mandatory retention. Such students shall:

- be provided intensive reading interventions as specified in School Board Policy 8.301 to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment;
- have the opportunity to complete a student portfolio or other alternative assessment;
- be provided with intensive instructional services as identified by law;
- be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

Requests for Good Cause Exemption from Mandatory Third Grade Retention. After receipt of FL state assessment scores, the student’s teacher shall submit a recommendation for good cause exemption with the student’s existing progress monitoring intervention plan, IEP (if applicable), report card, alternative standardized reading assessment scores or student portfolio to the principal, who shall review and discuss with the teacher the recommendation. The principal shall make the determination as to whether the student should be promoted or retained. Recommendations for promotion should be made in writing to the Superintendent, who shall accept or reject the principal’s recommendation in writing.

The Superintendent may only exempt 3rd grade students from mandatory retention for good cause under the following conditions:

- 1. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
- 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.
- 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- 4. Students who demonstrate, through a student portfolio, that the student is reading on a grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on the FL state assessment.
- 5. Students with disabilities who participate in the FL state assessment and who have an IEP plan that reflects that the student has received the intensive remediation in reading required above for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
- 6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. A student may not be retained more than once in Grade 3.

7. Students who have received the intensive remediation in reading as required above for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1 Grade 2, or Grade 3 for a total of 2 years. Intensive reading instruction for students promoted under this criteria must include an altered instructional day based upon PMP that includes specialized diagnostic information and specific reading strategies for each student.

FL state assessment shall not be the sole determiner of retention or promotion. Schools shall use additional evaluations, portfolio reviews, and other assessments in the body of evidence to determine student retention or promotion. A parent of a student in Grade 3 who is identified anytime during the year as being at-risk of retention may request that the school immediately begin collecting evidence for a portfolio.

Each elementary school will establish, where applicable, an intensive acceleration class for retained third grade students who subsequently score a Level 1 on the reading portion of FL state assessment. The focus of the class will be to increase the student’s reading level at least two grade levels in one school year. The intensive acceleration class must:

- be provided to any student in third grade who was previously retained in grade 3
- have a reduced student/teacher ratio
- provide 180 minutes of reading instruction daily and incorporate 4th grade state standards
- use a reading program that is scientifically research-based
- provide intensive language and vocabulary instruction using a research-based program
- include weekly progress monitoring
- follow required reporting procedures to the Department of Education

Retained 3rd grade students shall be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Student progression decisions consider the student’s response to evidence-based instruction/interventions implemented with fidelity.

A student who is promoted to Grade 4 with a Good Cause Exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student. The school district shall assist schools and teachers with the implementation of reading strategies which are research-based and have shown success in improving reading among students who have reading difficulties.

5th Grade

In Bay District Schools, there will be no social promotion. A student who does not qualify for a good cause exemption will be retained in 5th grade if he or she meets the following criteria:

- FL state assessment ELA Score is Level 1 (using most recent available score), AND
- FL state assessment Math Score is Level 1 (using most recent available score), AND
- Receives a final grade of “F” in reading and/or math.

Good Cause Exemptions:

Note: Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

- 1. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
- 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.
- 3. Students with disabilities who participate in the FL state assessment and who have an IEP plan that reflects that the student has received intensive remediation but still demonstrates a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

5. The Superintendent, upon the recommendation of the principal, may promote a student based upon extraordinary circumstances that impacted the student’s performance.

NOTE: If a student moves into Bay District Schools from another state after the administration of the FL state assessment, but prior to the end of the school year, the student may be promoted if the student meets all other promotion criteria.

8th Grade

In Bay District Schools, there will be no social promotion. Florida Statute 1003.4156 states all students must have successfully completed three middle school or higher courses in English, mathematics, social studies, science and one course in career and education planning. If a student has met all course requirements outlined in F.S. 1003.4156, he/she may still be retained if he/she meets the following criteria:

- FL state assessment ELA Score is Level 1, AND
- FL state assessment Math Score is Level 1

Good Cause Exemptions for Level 1 Students:

Note: Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

- 1. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
- 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.
- 3. Students with disabilities who participate in the FL state assessment and who have an IEP that reflects that the student has received intensive remediation but still demonstrates a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.
- 4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Students exempted from retention in this category may be assigned an alternative placement. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.
- 5. The Superintendent, upon the recommendation of the principal, may promote a student upon extraordinary circumstances that impacted the student’s performance.

NOTE: If a student moves into Bay District Schools from another state after the administration of the FL state assessment, but prior to the end of the school year, the student may be promoted if the student meets all other promotion criteria.

Parental Request for Retention in Grades K-8. A student’s parent(s) or legal guardian may request, in writing, that the principal allow the student to be retained in their current grade for an additional year based on academic need. The principal shall have the final authority for student retention based on parental requests. The request, and all related documentation, shall be placed in the student’s cumulative folder, whether the request is granted or not.

Screening and Testing. Any student who demonstrates a learning difficulty severe enough to impede mastery of district curriculum shall be referred to the child study team for consultation and/or evaluation in areas such as, but not limited to, speech, language, hearing, vision, academic achievement, and social and emotional interaction. Further assessment and evaluation shall be made as needed to ensure appropriate placement for the student.

Authority: § 1001.41, Fla. Stat
Law Implemented: §1008.25, Fla. Stat. History: New, June 12, 1989
Revised: July 24, 1997; August 12, 1998; August 17, 1999, August 9, 2000, January 10, 2001; July 11, 2001; July 24, 2002; July 28, 2004; November 10, 2004; February 23, 2006; January 10, 2007; September 12, 2007; January 23, 2008; May 13, 2009; December 9, 2009; December 7, 2010; November 22, 2011; September 25, 2012; January 15, 2015; May 24, 2016

English Language Arts		Level 1			Level 2			Level 3			Level 4			Level 5		
Grade Level	Total # of Students Tested	# of Students ^	% of Students ^	% Statewide Averages	# of Students ^	% of Students ^	% Statewide Averages	# of Students ^	% of Students ^	% Statewide Averages	# of Students ^	% of Students ^	% Statewide Averages	# of Students ^	% of Students ^	% Statewide Averages
3	1,839	295	16.00%	19.80%	420	22.80%	22.50%	572	31.10%	28.20%	419	22.80%	21.90%	133	7.20%	7.60%
4	1,902	334	17.60%	18.70%	468	24.60%	22.90%	557	29.30%	27.80%	387	20.30%	21.40%	156	8.20%	9.20%
5	1,804	321	17.80%	19.70%	477	26.40%	24.00%	502	27.80%	26.70%	397	22.00%	21.10%	107	5.90%	8.40%
6	1,724	298	17.30%	20.90%	454	26.30%	24.70%	420	24.40%	22.60%	399	23.10%	22.40%	153	8.90%	9.50%
7	1,853	422	22.80%	25.80%	424	22.90%	21.90%	436	23.50%	21.90%	365	19.70%	19.00%	206	11.10%	11.40%
8	1,759	338	19.20%	22.90%	387	22.00%	20.70%	495	28.10%	25.60%	360	20.50%	19.20%	179	10.20%	11.50%
9	1,706	321	18.80%	23.70%	398	23.30%	21.60%	427	25.00%	20.90%	378	22.20%	22.10%	182	10.70%	11.70%
10	1,548	320	20.70%	23.20%	415	26.80%	24.20%	349	22.50%	21.80%	335	21.60%	21.10%	129	8.30%	9.70%
Totals	14,135	2649	18.78%	21.80%	3443	24.39%	22.80%	3758	26.46%	24.50%	3040	21.53%	21.00%	1245	8.81%	9.80%

Data available online at <http://edstats.fl DOE>
^ Totals may not be exact due to rounding and unreported scores.

Additional infomaion may be obtained on the Bay District Schools web site, www.bay.k12.fl.us, or at the school district administrative offices, 1311 Balboa Avenue, Panama City, FL

Bay District Schools does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities To the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. For any questions, complaints or requests for additional information regarding discrimination or harassment, please contact the Executive Director/Equity Coordinator, Human Resources and Employee Support Services, bakerys@bay.k12.fl.us or 850-767-4223