

Third Grade Progression Manual



**Curriculum and Instructional Services Department
District School Board of Pasco County
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Table of Contents

Third Grade Progression.....	page 3
“What Does Scoring A Level 1 Mean?”.....	page 4
Summer Reading Camp.....	page 6
Grade 3 Portfolio Procedures.....	page 7
Grade 3 Portfolio Guidelines.....	page 7
Unit/Weekly Assessments Correlation.....	page 8
Portfolio Submission Procedures.....	page 11
Timeline.....	page 12
Frequently Asked Questions.....	page 13
Third Grade Promotion/Retention Decisions.....	page 18
<u>Appendices:</u>	
Appendix A - Documentation of Good Cause Exemptions	page 20
Appendix B – Good Cause Portfolio Cover Sheet	page 21
Appendix C – Talking Points for Teachers and Administrators.....	page 22

Third Grade Progression

- FCAT 2.0 Next Generation Sunshine State Standards (NGSSS) Reading scores affect students in grade 3 for promotion and retention purposes. Students in grade 3 must score a Level 2 or higher on FCAT 2.0 Reading, on a scale of 1-5, to be promoted [s. 1008.25(5), F.S.].
- Some students in grade 3 who score Level 1 on FCAT 2.0 Reading can be exempted from the retention requirement and be promoted to fourth grade [6A-1.094221, F.A.C.]. This is called a “good cause exemption.” Good cause exemptions shall be limited to the following:
 1. Limited English Proficient students [English Language Learners] who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
 2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rules;
 3. Students who show an acceptable level of performance on alternate reading test, scoring at least at the 45th percentile on the Stanford Achievement Test (SAT) 10;
 4. Students who demonstrate mastery (equal to at least a Level 2 performance on the FCAT 2.0 Reading) of the Next Generation Sunshine State Standards through a good cause portfolio;
 5. Students with disabilities who participate in the FCAT 2.0 and who have an IEP or 504 plan that reflects that the student has received intensive remediation in reading for more than two years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3; or
 6. Students who have received intensive remediation in reading for two or more years, but still have a deficiency in reading and who have already been retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.
- Students in grade 3 who score Level 1 on FCAT 2.0 Reading **and** have met a Good Cause Exemption are promoted to fourth grade [6A-1.094221, F.A.C.]. The student’s report card would be marked as “Promoted With Instructional Support”. Please note: These students are eligible and encouraged to attend Summer Reading Camp.
- The district is required to report such promotions by the good cause category to the public and State Board of Education. Schools must complete the form *Documentation of Good Cause Exemption from Mandatory Grade 3 Retention SY 2012 – 2013* (see Appendix A) to document such promotions. It will be the responsibility of the data entry operator in each school to transfer the information contained on this form into TERMS. Copies of the form(s) are to be distributed to the designated locations.

What does scoring Level 1 on the FCAT 2.0 Reading mean?

When a third grader scores in the lowest level on the FCAT 2.0, it warns us that the child is reading at a much lower level than is expected of third graders. Students who score a level 1 may have difficulty meeting the cognitive demands associated with FCAT 2.0. They may have trouble solving single and multiple step problems, analyzing and synthesizing information or interpreting information from sources such as maps, graphs, tables or text boxes.

THE LAW

Florida law says that third graders who score at Level 1 in reading on the FCAT 2.0 must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through the approved alternate test (the Stanford Achievement Test [SAT]) or through a student portfolio can be granted a “good cause exemption” and be promoted to fourth grade. If a child scores at Level 1, it is important to review whether or not the child qualifies for any of the “good cause exemption” options.

Students who are retained must be given intensive instruction in reading to help them catch up. The intensive instruction that will be provided to help the child make progress in reading is based on diagnostic information and the scaffolding needed to transfer skill sets to comprehension of complex text.

RETENTION

What does retention mean? Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs more time and help to develop the skills and strategies for making meaning from text.

Purpose of Retention

The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to develop the skills and strategies for making meaning from text.

How will we help students who have been retained?

Schools must provide reading enhancement and acceleration strategies to students who are retained, including the following:

- proven effective teaching strategies and methods
- a high-performing teacher
- participation in summer reading camp
- at least 90 minutes of reading instruction each day, which often involves
 - ✓ one-on-one or small group instruction
 - ✓ special books, computer software, and other instructional materials
 - ✓ more frequent progress monitoring
 - ✓ tutoring or mentoring
 - ✓ transition classes that include third- and fourth-grade students.

Once the intensive instruction has begun, the child's progress will be checked frequently and the teaching strategies adjusted as needed.

Intensive Acceleration Class

If the student has already been retained once in third grade and then scores at Level 1 again, the school must provide an intensive acceleration class that focuses on increasing the child's reading level at least two grade levels in one school year. The intensive acceleration class must

- have a lower teacher-student ratio than other third-grade classes
- have a high-performing teacher
- provide reading instruction for most of the school day
- give students the opportunity to master the fourth grade Sunshine State Standards in other subjects, such as math and science
- use research-based reading, language, and vocabulary instructional programs
- monitor student progress weekly
- maintain a portfolio for each student.

The district must also offer these students the option of being served in a transitional instructional setting designed to help them meet the fourth grade Next Generation Sunshine State Standards, while continuing to remediate the reading deficiency.

Summer Reading Camp

Student Eligibility

Grade 3 students scoring in FCAT 2.0 Reading NGSSS Level 1 reading are eligible for the extended six-week (22 day) summer camp.

Summer Reading Camp Instructional Design

The following instructional design for Summer Reading Camp is in accordance with the K-12 Comprehensive Reading Plan as indicated by Just Read! Florida.

- Initial explicit teacher modeling of reading skills (i.e. drawing conclusions) and strategies (i.e. question generating) with increasing complex texts, or making words lessons aligned with assessment data
- Student application of reading skill/reading strategy with various text types
- Independent reading practice and individual teacher/student conferencing
- Teacher led small group differentiated reading practice – A.L.L. lesson or guided reading lesson with instructional level text
- Teacher Read Aloud & Summary Writing (Modeled, Shared & Independent Writing)
- Assessments administration and practice would take no longer than a quarter of the instructional day.

Please note that participating English Language Learners (ELL) must be afforded appropriate instructional strategies and modifications to provide comprehensible instruction and English language proficiency support.

Summer Reading Camp Enrollment Considerations

Charter school third grade students scoring Level 1 on the FCAT 2.0 Reading NGSSS will have the opportunity to attend a district sponsored summer reading camp at their zoned school.

Summer Reading Camp Dates

Teacher Planning Date - June 15 (hours are flexible)

Summer Reading Camp Dates: June 18, 19, 20, 21, 25, 26, 27, 28, July 2, 3, 5, 6, 9, 10, 11, 12, 16, 17, 18, 19, 23 and 24. Stanford Achievement Test (SAT-10) will be administered during the window of July 23 - 24.

Students will attend classes for 3.5 hours daily.

*2011 – 2012
Extended School Year Services Guidelines
Pending Board Approval*

Grade 3 Portfolio Procedures

The Florida School Code states: “Beginning with the 2002 – 2003 school year, if a student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at level 2 or higher on the grade 3 reading portion of the Florida Comprehensive Assessment Test (FCAT 2.0), the student must be retained, unless exempted from mandatory retention for good cause.” The State Department of Education has issued specific guidelines for the use of student portfolios as an exemption from mandatory retention for third grade students that are explained within this document.

In 2010, the State Department of Education re-issued a Reading Portfolio Assessment sample for FCAT 2.0. The portfolio assessments are at two levels: Level A (3.6 – 3.9 readability) and Level B (4.0 – 4.5 readability). Level A is intended for use with Tier 1, 2, and 3 students, including those attending Summer Reading Camp. Level B is intended for students being considered for mid-year promotion.

The student portfolio and alternate assessment are the two state-approved options for good cause exemption and mid-year promotion. Although both are an option, the principal should consider the needs of the whole child for the appropriate means of meeting good cause or mid-year promotion criteria. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted mid-year.

Third Grade Good Cause Portfolio includes the following:

- **Forty-two assessment** portfolio documents collected in the Good Cause Portfolio are a reflection of fourteen NGSSS Benchmarks and are clearly labeled with the student’s level of performance for each individual task.
- For each of the fourteen benchmarks assessed by the Next Generation Sunshine State Standards, **three** pieces of work selected by the teacher (*see 2010 Third Grade Reading Assessment Portfolio – Level A 3.6 – 3.9, Just Read, Florida!*) and completed independently* in school, is collected for the Good Cause Portfolio. These samples should be an accurate picture of the student’s ability.
- Adequate performance for a third grader is defined as 70% or higher accuracy on each selected piece.
- The portfolio assessments include multiple choice items from passages that are approximately **60% literary text, 40% informational text, and between 100 – 700 words with an average of 500 words**. This mirrors the text found within the test construction.

*It is imperative that the 2010 Third Grade Reading Assessment Portfolio documents be administered under secure testing conditions and for the sole purpose of providing evidence of mastery of Next Generation Sunshine State Standards in student portfolios.

THIRD GRADE PORTFOLIO
MacMillan McGraw-Hill Samples

MMH Weekly Assessments
Good Cause Correlations

Standard	LA 3.1.6.3	New vocab. taught directly.		
Unit/Week	Narr/Inform	Title	# words	Item
Unit 3/Wk 5	Inform	Silk Road	395	#1
Unit 3/wk 5	Inform	Silk Road	395	#2
Unit 3/Wk 5	Inform	Silk Road	395	#3
Unit 4/Wk 3	Inform	Does it Belong here?	369	#1
Unit 4/Wk 4	Inform	Getting Together	469	#1
Unit 4/Wk 4	Inform	Getting Together	469	#2
Unit 4/Wk 4	Inform	Getting Together	469	#3
Unit 4/Wk 5	Narrative	Closer to the Sky	373	#2
Unit 5/Wk 4	Narrative	Old Pictures	385	#1
Unit 5/Wk 4	Narrative	Old Pictures	385	#2
Unit 5/Wk 4	Narrative	Old Pictures	385	#3
Unit 5/Wk 5	Inform	Busy Home of Honeybee	393	#2
Unit 6/ Wk 1	Narrative	Good Neighbors	413	#1
Unit 6/ Wk 1	Narrative	Good Neighbors	413	#2
Unit 6/Wk 1	Narrative	Good Neighbors	413	#3
Standard	LA 3.1.6.7	Use meaning of familiar base words and affixes (prefixes/suffixes)		
Unit4/Wk 5	Narrative	Closer to the Sky	373	#1
Unit4/Wk 5	Narrative	Closer to the Sky	373	#3
Unit 5/Wk 3	Inform	Twenty-first Century Ca	434	#1
Unit 5/Wk 3	Inform	Twenty-first Century Ca	434	#3
Unit 6/Wk2	Narrative	A Lesson Learned	398	#2
Unit 6/Wk2	Narrative	A Lesson Learned	398	#3
Unit 6/Wk 3	Inform	Special kind of House	418	#4
Unit 6/Wk 3	Inform	Special kind of House	418	#5
Unit 6/Wk4	Inform	Charles Dickens	406	#1
Unit 6/Wk4	Inform	Charles Dickens	406	#3
Standard	LA 3.1.6.8	Use know. of antonym, synonyms homophones, homographs		
Unit 5 Wk 1	Narrative	Aunt Sophie's Gift	387	#1
Unit 5/ Wk 2	Inform	Helping Each Other	416	#1
Unit 5 Wk 3	Inform	Twenty First Century Ca	434	#2
Unit 6 Wk 2	Narrative	A Lesson Learned	398	#1
Unit 6/Wk 3	Inform	A Special Kind of House	418	#3

MMH Weekly Assessments
Good Cause Correlations

Standard	LA 3.1.6.9	Determine correct meanings of words w/ multiple meanings		
Unit 4/Wk 1	Narrative	Green Juice	394 #1	
Unit 4/Wk 1	Narrative	Green Juice	394 #3	
Unit 4/Wk 2	Narrative	Caterpillar Week	412 #2	1 sample
Unit 4/Wk 2	Narrative	Caterpillar Week	412 #3	5 out of 7 needed
Unit 6/Wk 5	Inform	Family Living	430 #1	
Unit 6/Wk 5	Inform	Family Living	430 #2	
Unit 6/Wk 5	Inform	Family Living	430 #3	
LA 3.1.6.8	LA 3.1.7.3	Explicit ideas/inform in grade level text, main idea/details		
Unit 3/Wk 5	Inform	Silk Road	395 #4	
Unit 3/Wk 5	Inform	Silk Road	395 #5	1 sample
Unit 4/Wk 2	Narrative	Caterpillar Week	412 #4	5 out of 6 needed
Unit 4/Wk 2	Narrative	Caterpillar Week	412 #5	
Unit 5/Wk 1	Narrative	Aunt Sophie's Gift	387 #4	
Unit 5/Wk 1	Narrative	Aunt Sophie's Gift	387 #5	
Unit 5 Wk 3	Inform	Twenty-first Century Car	434 #4	
Unit 5 Wk 3	Inform	Twenty-first Century Car	434 #5	
Unit 5/Wk 5	Inform	Busy Home of Honeybee	393 #4	1 sample
Unit 5/Wk 5	Inform	Busy Home of Honeybee	393 #5	5 out of 6 needed
Unit 6/Wk 3	Inform	Special kind of House	418 #4	
Unit 6/Wk 3	Inform	Special kind of House	418 #5	
Standard	LA 3.1.6.7	Base words and affixes		
Unit 4	Inform	Laughing with Bill Cosby	255 #3	
Unit 4	Inform	Laughing with Bill Cosby	255 #4	
Unit 4	Narrative	The Birthday Basketball	302 #11	1 sample
Unit 5	Narrative	The School Play	374 #1	4 out of 5 needed
Unit 6	Inform	Thunder Lizard	321/365 #1	
Unit 6	Inform	Thunder Lizard	321 #2	
Unit 6	Inform	Thunder Lizard	321 #5	1 sample
Unit 6	Narrative	Marta and Luis Go to Se	388 #12	4 out of 5 needed
Unit 6	Narrative	Marta and Luis Go to Se	388 #13	
Unit 6	Narrative	Marta and Luis Go to Se	388 #15	
<p>For each of the colors above, the colors represents a combination for a single sample for the portfolio.</p> <p>To utilize these for the portfolio, student would need to have taken all weekly assesments indicated in column A (for that entire color) and answered correctly the number indicated in column E. The total for the color would need to be higher than 70%.</p> <p>For example in Grey, the child would need to have 4 out of 5 to equal 80%.</p>				

Portfolio Submission Procedures

- The Good Cause Portfolio will be reviewed by a school level committee consisting of a principal, K12 Literacy coach, teacher, and ELL Committee Chairperson (when applicable) to determine if all 4 of the state’s portfolio criteria, listed on the Good Cause Portfolio Cover Sheet (Appendix B) have been met.
- The only portfolios that should be sent for the district review process are those for third grade students who:
 - scored level 1 on the FCAT 2.0 NGSSS Reading **and** did not qualify for any other good cause exemption
 - those who were not present for the ^{or}FCAT 2.0. All other portfolios should be kept at the school to assist with parent communication.
- Good Cause Portfolios, submitted by the school for district approval, should be placed in a manila folder with a completed “***Good Cause Portfolio Cover Sheet***” along with the ***Documentation of Good Cause Exemption from Mandatory Grade 3 Retention SY 2012 – 2013*** (see Appendices A and B). The portfolios should be personally delivered to the Superintendent’s designee(s), **Lori Wiggins or Michael Cloyd in the CIS Department, prior to the issuance of the child’s report card**. Portfolios for additional students may be submitted at a later date for summer or mid-year promotion.
- Good Cause Portfolios approved by the Superintendent should be kept in the student’s cumulative record. Good Cause Portfolios denied by the Superintendent should be kept at the school for parent conferences regarding third grade placement decisions.
- Students promoted with Good Cause by the portfolio need not take the SAT 10.

Timeline

Date	Event
August 2011	School-based administrators and K-12 Literacy Coaches share promotion portfolio guidelines, procedures, and resources with third grade teachers.
January 2012	Begin the collection of student documentation for identified at risk third grade students.
May 2012	<ul style="list-style-type: none"> • FCAT results for third grade students arrive and are reviewed. • School Level Committees meet to review Good Cause Portfolio • Inform parents of the retention status and appropriate options • Communicate with Aaron Graczyk in Research and Evaluation regarding administration of Spring SAT 10.
Prior to the last day of school	Appropriate Good Cause Portfolios meeting all 14 benchmarks criteria are delivered to Lori Wiggins or Michael Cloyd in CIS with completed forms (Appendices A & B)
May 24 – June 5 (Pending arrival of FCAT 2.0 scores)	<ul style="list-style-type: none"> • TERMS will automatically indicate “Retained” for any third grade student receiving Level 1 on the reading portion of the FCAT 2.0 • District Level Committee reviews Good Cause Portfolios and makes recommendations to the Superintendent • Approved Good Cause Portfolios are signed by the Superintendent (or designee). • Schools are notified which students are approved for exemption from mandatory retention via the Good Cause Portfolio option or Spring SAT 10 • Data Entry Operators indicate the appropriate code for the Good Cause Exemption. • Report cards are either manually marked “Promoted with Instructional Support” or automatically marked “Retained”, based on the Superintendent and School Level Committee’s decisions.

2011-2012 Third Grade Progression Frequently Asked Questions

1. Q. What FCAT 2.0 Reading score does a third grade student need to achieve for promotion to fourth grade?

A. FCAT 2.0 Reading scores affect students in grade 3 for promotion and retention purposes. Students in grade 3 must score a Level 2 or higher on FCAT 2.0 Reading, on a scale of 1-5, to be promoted [s. 1008.25(5), F.S.]. There are also good cause exemptions that may apply to eligible grade 3 students.

2. Q. If a student does not take the FCAT 2.0, as a result of absence or other circumstances, are they exempt from mandatory retention in third grade?

A. Not taking the FCAT 2.0 in grade 3 does not exempt a student from mandatory retention. In these cases, the district must make the determination whether or not the student meets the requirements for promotion. The determination can be documented by the student taking the SAT-10 and scoring at or above the 45th percentile or completing a portfolio documenting mastery of the benchmarks for the grade 3 Next Generation Sunshine State Standards.

3. Q. If a student transfers to Pasco County, after the administration of the FCAT 2.0, must that student be retained?

A. It would be up to the school to determine if the student meets promotion criteria. This would be based on:

- His/Her performance on the FCAT 2.0 NGSSS from another Florida school;
- His/Her performance on the SAT-10; or
- The portfolio option.

4. Q. What promotion options are available for grade 3 students who have not achieved a Level 2 on FCAT 2.0 Reading?

A. Some students in grade 3 who score Level 1 on FCAT 2.0 Reading can be exempted from the retention requirement and be promoted to fourth grade [6A-1.094221, F.A.C.]. This is called a “good cause exemption.” Good cause exemptions shall be limited to the following:

1. Limited English Proficient students [English Language Learner] who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rules;
3. Students who show an acceptable level of performance on alternate reading tests, scoring at least at the 45th percentile on the Stanford Achievement Test (SAT) 10;
4. Students who demonstrate mastery (equal to at least a Level 2 performance on the FCAT 2.0 Reading of the Next Generation Sunshine State Standards through a portfolio);
5. Students with disabilities who participate in the FCAT 2.0 Reading and who have an IEP or 504 plan that reflects that the student has received intensive remediation in reading for more than two years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3; or
6. Students who have received intensive remediation in reading for two or more years, but still have a deficiency in reading and who have already been retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

5. Q. Are there guidelines provided by the state for the third grade student portfolio?

A. Yes. As provided in Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom
- Include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading assessment have been met. This includes multiple choice items and passages that are approximately 60% literary text and 40% information text that are between 100-700 words with an average 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards.
- Be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Reading assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of 70% or above
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills (See Appendix B)

6. Q. Do the same portfolio guidelines apply to ESE students?

A. The state portfolio guidelines apply to all students, including ESE students.

7. Q. Is a student portfolio the only tool used for good cause exemption and/or promoting a third grade student to fourth grade in the middle of the year?

A. No. The student portfolio and an alternate assessment are the two state-approved options for good cause exemption and mid-year promotion. Although both are an option, the principal should consider the needs of the whole child for the appropriate means of meeting good cause or mid-year promotion criteria. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted mid-year.

8. Q. If a teacher is monitoring the progress of a student, is a Good Cause portfolio needed?

A. A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a portfolio used for promotion. If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

9. Q. What alternate assessment may be administered at the end of the year OR at the end of Summer Reading Camp to determine if a student qualifies for good cause exemption and promotion to fourth grade?

A. The SAT 10 may be administered once at the end of the school year **or** at the end of Summer Reading Camp to determine if a student qualifies for good cause exemption and promotion to fourth grade. The student has to demonstrate an acceptable level of performance on a standardized norm-referenced test (SAT-10) by scoring at the 45th percentile or higher for the end of year or Summer Reading Camp administrations. The Department of Education strongly suggests that districts administer the alternate assessment (SAT 10) at the end of Summer Reading Camp. This gives the student an opportunity for intensive intervention designed to improve their reading skills before taking another assessment. The alternate assessment can only be administered **one time** annually for good cause exemption.

10. Q. What is the instructional design and delivery for Summer Reading Camp?

A. The following instructional design for Summer Reading Camp is in accordance with the K-12 Comprehensive Reading Plan as indicated by Just Read! Florida.

- Explicit instruction in reading which include distributed guided practice, teacher modeling of reading skills and strategies, or making words lesson aligned with assessment data
- Student application of reading skill/reading strategy with various text types
- Independent reading practice and individual teacher/student conferencing
- Teacher led small group differentiated reading practice - A.L.L. lesson or guided reading lesson with instructional level text
- Teacher Read Aloud & Summary Writing (Modeled, Shared & Independent Writing)
- Assessments administration and practice would take no longer than a quarter of the instructional day.

11. Q. What constitutes a Tier 3 student?

A. A Tier 3 student is a student who has been retained twice in third grade.

12. Q. What happens to a Tier 3 student that moves to another school that does not have Tier 3 students or the instructional opportunities for that student?

A. Regardless of when a student enters a school, he or she must be provided grade level work for the subject areas in which the student has not reached proficiency. Districts must provide all Tier 3 students, including transfer students, with intervention instruction and the option of being placed in a transitional instructional setting.

13. Q. Does the Department of Education offer suggestions in developing a transitional classroom?

- A. The following are possible examples of a transitional classroom setting:
- Third grade students who have been retained once (Tier 2 students), Tier 3, and fourth grade students who may be struggling with the fourth grade reading curriculum and benchmarks
 - Tier 3 students who receive intensive reading instruction on their level and fourth grade curriculum in other subject areas
 - Fourth grade class that includes Tier 2 and Tier 3 students. The retained student can be pulled from a traditional classroom setting for their intensive reading instruction, which must be provided for the majority of the day (3-4 hours)

14. Q. Will the student preparing for mid-year promotion be given fourth grade instruction while in the Tier 3 class?

A. Yes. Students must be provided grade level work for the subject areas that are not at risk. All students should be supported in making continuous academic progress. This means teaching and learning for mastery and moving forward through the curriculum and the Next Generation Sunshine State Standards as appropriate for the individual.

15. Q. If a student is promoted under the good cause provisions, what is the proper terminology for such a promotion?

A. The student's report card would be marked as "Promoted With Instructional Support." The district is required to report such promotions by good cause category to the public and State Board of Education. Schools will complete the form *Documentation of Good Cause Exemption from Mandatory Grade 3 Retention SY 2012-2013* (see Appendix A) to document such promotions. It will be the responsibility of the data entry operator in each school to transfer the information contained on this form into TERMS. Then distribute copies of the form to the designated locations.

16. Q. May a parent override the district's decision to retain a student?

A. No, state law provides the authority for placement of students with the school district. Placement should be based on the professional educator's evaluation of how well the student is meeting levels of performance for student progression as defined by state guidelines.

17. Q. If a student is receiving speech services and has an Individual Educational Plan (IEP), is the district required to provide intensive remediation for more

than two years in order for the student to qualify for the good cause exemption?

A. Yes. The relevant good cause exemption in statute states that students with disabilities who participate in the FCAT 2.0 and have an IEP or Section 504 plan that reflects that the student has received the intensive remediation in reading as required for more than two years, but still demonstrates a deficiency in reading and was previously retained in grades K-3, are eligible for a good cause exemption.

18. Q. If a student is retained, but demonstrates at some point during the next school year that he or she is capable of doing the work at the next grade, may that student be advanced to the next grade during the year?

A. Yes (pending legislative changes), if the school can document that the student meets the level of proficiency for student progression and has mastered the appropriate Next Generation Sunshine State Standards, the student may be promoted mid-year to the next grade, even though the student has not had another opportunity to demonstrate their proficiency on a state assessment. If a student is promoted to grade 4, he/she will be expected to score Level 2 or higher on the grade 4 FCAT 2.0 NGSSS that Spring. Please refer to the Mid-Year Promotion information distributed in the fall.

19. Q. Can a third grade student, potentially eligible for mid-year promotion, be placed in a fourth grade classroom and then promoted after demonstrating proficiency on the portfolio or an alternative assessment?

A. Yes. Districts need to meet the individual needs of students. This can be achieved through implementing creative multi-age grouping or a transitional classroom setting.









20. Q. Is information about third grade progression available to parents?

A. Yes. A booklet for parents of Florida's third grade students titled "Read to Learn" is available at <http://www.justreadflorida.com>. It is designed to help parents understand what Florida law says about reading requirements for third grade students and promotion to fourth grade. It also describes what the school is required to do to help students reading below grade level.

21. Q. How can we make sure that we are responding factually to questions posed by parents or the press?

A. Become familiar with the *Third Grade Promotion/Retention Talking Points/Key Messages* (see Appendix C).

**GUIDELINES FOR MAKING THIRD GRADE
PROMOTION/RETENTION DECISIONS**

Students who score Level 2 or above on the Grade 3 Reading FCAT 2.0 NGSSS		Promote
Students who score at the 45th percentile or above on the Grade 3 Reading SAT-10		*Promote w/ Good Cause (Altered Instructional Program Required for 2012-13)
LEP [ELL] students who have had less than two years of instruction in an ESOL program		*Promote w/ Good Cause (Altered Instructional Program Required for 2012- 13)
Students with disabilities whose IEP indicates that participation in statewide assessments is not appropriate, consistent with the requirements of State Board of Education rule (Applies to students who would <u>not</u> earn a standard diploma)		*Promote w/ Good Cause
Students who demonstrate, through a portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the benchmarks assessed by the Next Generation Sunshine State Standards in reading		*Promote w/ Good Cause (Altered Instructional Program Required for 2012-13)
Students with disabilities who participate in FCAT 2.0 and who have an IEP or 504 Plan that reflects that they have received intensive remediation in reading for more than 2 years but still demonstrate a deficiency in reading and were previously retained in grades K-3		*Promote w/ Good Cause (Altered Instructional Program Required for 2012-13)
Any third grade student receiving intensive remediation in reading two or more years but still has a deficiency in reading and was previously retained in K-3 for a total of 2 years		*Promote w/ Good Cause (Altered Instructional Program Required for 2012-13)
Students who score Level 1 on the Grade 3 Reading FCAT 2.0 NGSSS and do not meet Good Cause criteria for exemption from mandatory retention		Retain (Altered Instructional Program Required for 2012-13)

***Submit the form *Documentation of Good Cause Exemption from Mandatory Grade 3 Retention SY 2012-2013* (see Appendix A)**

APPENDICES

**FROM MANDATORY GRADE 3 RETENTION
SY 2012-2013**

Student's Name: _____ Student's Number: _____

School Name: _____ Teacher's Name: _____

This form should be completed for any third grade student who scored Level 1 on the FCAT 2.0-NGSSS or did not take the FCAT 2.0-NGSSS and you are recommending for exemption from mandatory grade 3 retention.

Directions: Check the box next to the "good cause" condition that applies to this student. For item #3, use the cell on the right to record the percentile score from each assessment that was used. After consideration of a school review committee, the Teacher, Principal, and LEP Chairperson (if appropriate) must sign and date a hard copy of this form.

- 1. Limited English Proficient Students [English Language Learner] who have had less than 2 years of instruction in an English for Speakers of Other Languages program. (The LY Classification date must be May 2010 or later.)
- 2. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.
- 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Record Score _____
SAT-10: Score must be at or above the 45th percentile (**Please record percentile score**) _____%
- 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0. **A copy of the "Good Cause Portfolio Cover Sheet" with the Superintendent's or designee's signature must be attached to this form.**
- 5. Students with disabilities who participate in the FCAT 2.0 and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by Florida Statute, for 2 or more years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3. (The 2 years or more of intensive remediation may be documented through a PMP, an IEP, a 504 Plan, and/or a student's cumulative record.)
- 6. Students who have received the intensive remediation in reading as required by Florida Statute 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.

The decision to promote the student using a "good cause" exemption was based on evidence provided to the principal as an accurate assessment of the required reading skills. Your signature indicates that the information has been reviewed and meets the requirements for the Good Cause Exemption. **By signing below you are indicating this child, in "Good Cause", will be successful and receive supports in the area of reading.**

Teacher's Signature _____	Date _____
Principal's Signature _____	Date _____
LEP Committee Chairperson's Signature _____	Date _____

TERMS data entry _____

LEP Chairperson's Signature is required only if using Good Cause Exemption #1 above)
DISTRIBUTE COPIES NO LATER THAN June 5, 2012 for school year decisions and August 2, 2012 for Summer Reading Camp decisions

District School Board of Pasco County

3rd Grade Promotion/Retention Concerns Talking Points/Key Messages

Planning key points and messages in advance promotes effective communication.

- In Pasco County we are committed to helping all students learn and be successful. We are focused on identifying what it will take to ensure academic achievement and social growth for every child.
- We recognize the importance of parent involvement in our schools and know the positive impact it can have on student achievement.
- We believe that well-informed parents lead to increased support and understanding, resulting in improved student learning.
- The state requires that third grade students who are retained be placed in an alternative learning environment. In Pasco County, because of our focus on continuous progress and an organizational strategy of multiage classroom/ teams, we are able to help diminish some of the negative factors that face retained students. Our team and classroom configurations provide more options for teachers when choosing effective learning and grouping opportunities.
- School-Wide Progress Monitoring Plan or an individual Progress Monitoring Plan, as required by law, will be written for students who are not meeting state and district standards. This plan describes instructional and support services to specifically address the child's learning needs. Parents are encouraged to be involved with the development and implementation of this plan.
- The Florida state law requires school districts to retain 3rd grade students who score Level 1 on the FCAT 2.0 NGSSS in reading. It is important that we comply with this law.
- If a student scores Level 1 on the FCAT 2.0-NGSSS reading, the student may demonstrate proficiency and be exempted from mandatory retention by scoring at the 45th percentile or higher on the SAT 10 reading comprehension section. Another option is a portfolio which consistently documents Level 2 or higher on 14 Next Generation Sunshine State Standard Benchmarks in reading.
- In Pasco County, we believe that decisions regarding our students' progress should be based on multiple sources of assessments.

- The state has allowed for some third grade students who score Level 1 to be exempt from retention. While these exemptions are restrictive, every attempt will be made to promote students, when appropriate, to the next grade.

- Research indicates that retention negatively affects most students. Therefore, in Pasco County, every effort will be made to demonstrate student achievement through the guidelines defined by law.