

4.9 STUDENT PROGRESSION

POLICY

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs. For more information, see Florida Department of Education website – www.fldoe.org.

PROCEDURES

(1) Annual Reporting

Each District must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (a) The provisions of student progression and the District's policies and procedures on student retention and promotion.
- (b) By grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the reading portions of the FCAT Sunshine State Standards.
- (c) By grade, the number and percentages of all students retained in grades 3 through 10.
- (d) Information on the total number of third grade students who were promoted or placed for good cause by each category of good cause.
- (e) Any revisions to the district's policy on student retention and promotion from the prior year. The Curriculum and Instruction Division has the responsibility to ensure this information is printed prior to September 1 each year.

(2) Allocation of Resources

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

- (a) First, to students who are deficient in grade 3 reading;
- (b) Second, to students who score below grade level on FCAT, including;
 1. Students in grades 3 – 10 who score Level 1 or 2 on FCAT Reading or Mathematics;
 2. Students in grades 11 and 12 who score below 300 on FCAT Reading or Mathematics; and

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3. Students in grade 2 who score below the 34th percentile on the Stanford Achievement Test in Reading or Mathematics.
- (c) Third, to students who failed to meet the performance levels required for promotion.

(3) Curriculum Modification

Any curriculum modification being considered by a school must be submitted on the Curriculum Modification Request Form according to district timelines and approved by the Assistant Superintendent for Curriculum and Instruction prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida to be aligned to the State Standards. The Curriculum Modification Request Form is used to request additional course alignments to be offered at a school site.

(4) Participation in District and State Assessments

All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule. Florida Kindergarten Readiness Screening (FLKRS) is administered to each kindergarten student within 30 days of the student's entry into kindergarten.

(5) Reporting to Parents

The district must report annually in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, mathematics and science shall be reported to each student and his/her parents or legal guardian quarterly in a written format adopted by the district school board. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.

(6) Report Card

The report card must clearly depict:

- (a) The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators.
- (b) The student's conduct and behavior. Student's conduct (or Citizenship) marks are 1, 2 or 3 (1-Superior, 2-Satisfactory, 3-Unsatisfactory).

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(c) The student's attendance, including absences and tardiness.

The student's final report card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end of the year report card must indicate: promoted, retained or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services only if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency.

A student with a disability who is taking standardized state assessments such as FCAT or SAT is graded on his/her achievement of the standards, benchmarks and grade level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing. These accommodations are to be documented on the student's Individual Education Plan (IEP). An elementary student who is excluded from statewide or district assessment by the IEP team using the Florida Alternative Assessment Participation Checklist, which is on the assessment page of the IEP, teachers can use the Exceptional Student Education Alternative Report Card. The alternative assessment procedure is to be recorded on the student's IEP.

(7) Progress Reports

Schools will notify students and their parents or guardians of mid-term academic progress of students. For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. Schools will make the Spanish and Haitian Creole translation of the progress reports available to parents, if appropriate, and inform parents in the comment section of the progress

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reports that “the English language proficiency level is taken into consideration when planning instruction, assessments, and grading for English Language Learners.”

(8) District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

(a) Definition

Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

(b) Purpose

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

(c) Guidelines for Homework

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.
4. The estimated time allotted for homework shall be as follows:

Grade Level		Total Time Per Night
K – 1	Between	10 – 20 minutes
2 – 3	“	20 – 30 minutes
4 - 5	“	30 – 60 minutes
6 – 8	“	60 – 90 minutes
9 – 12	“	90 – 120 minutes

(d) Expectations

Teachers will monitor completion of homework and provide appropriate graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. Schools have flexibility to organize specific content areas. Homework assignments should be posted when available at individual websites.

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STATUTORY AUTHORITY: Florida Statutes: 120.81 (1) (a), 1001.32 (2), 1001.41, 1001.42 and 1001.43, 1012.23

LAWS IMPLEMENTED: Florida Statutes: 1003.33-47, 1007.27-271, and 1008.21-25

HISTORY: Adopted: March 14, 2005
Revision Date(s): Jan. 9, 2006; September 25, 2006, June 11, 2007, August 11, 2008, August 24, 2009
Formerly: 404, 404.03-05, and 404.07

References: District Plan for Dropout Prevention

Policies and Procedures for the Provision of Specially Designed
Instruction and Related Services for Exceptional Students
District English Language Learner Plan (ELLP)