

**MIAMI-DADE COUNTY PUBLIC SCHOOLS REPORT ON PUBLIC SCHOOL STUDENT PROGRESSION,
SECTION 1008.25 FLORIDA STATUTES**

Major changes to the 2019-2020 Student Progression Plan edition:

As per the 2019 legislative session, changes regarding student progression and graduation resulting from House Bill 7071-Workforce Education are summarized below:

- Establishes the Career and Technical Education (CTE) graduation pathway as an alternative pathway option for students to earn a standard high school diploma; and requires students to earn a 2.0 grade point average, successfully complete at least 18 credits in specified subject areas, and fulfill the statewide, standardized assessment requirements to receive a standard high school diploma.
- Modifies the 24-credit pathway for earning a standard high school diploma by revising computer science credit substitution for mathematics or science credits.
- Eliminates the financial literacy credit requirement, as part of economics under the specified social studies credits. However, the legislation specifies that all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.
- Revises the requirements for the "Scholar Designation", to allow a student to meet the mathematics requirement if they earn one credit in Algebra II or an equally rigorous course, and one credit in Statistics or an equally rigorous course.
- Restores the middle grades promotion requirement that a Career and Education Planning course must be completed.

2019 Florida Standard Assessment (FSA) ELA results (All Students Excluding Retakes)

Grade	Level 1		Level 2		Levels 3-5		Total Number Tested
	Number	Percent	Number	Percent	Number	Percent	
3	4,940	19	5,511	21	15,719	60	26,170
4	4,152	16	5,307	20	16,541	64	26,000
5	4,802	18	5,991	22	15,938	60	26,731
6	4,949	19	5,961	23	15,026	58	25,936
7	6,177	23	5,578	21	15,077	56	26,832
8	5,488	22	4,806	19	15,231	60	25,525
9	6,314	25	5,010	20	14,029	55	25,353
10	6,114	24	5,851	23	13,204	52	25,169

Note: Percents may not total 100 due to rounding.

2019 Promotions and Retentions, By Grade

GRADE	3	4	5	6	7	8	9	10
Promotion								
Number	24,233	26,240	26,726	26,452	27,303	25,435	26,630	26,744
Percent	90.5	99.2	99.5	99.0	99.0	98.5	98.9	99.3
Retention								
Number	2,553	200	143	279	275	378	308	179
Percent	9.5	0.8	0.5	1.0	1.0	1.5	1.1	0.7

2019 Number of 3rd Grade Students Promoted to 4th Grade for Good Cause

Good Cause Exemptions	Number	Percent
Limited English proficient students with less than 2 years in an ESOL program	868	33.4
Students with Disabilities whose IEP indicates that participation in statewide assessment is not appropriate	248	9.5
Students with acceptable level of performance on an alternative assessment**	177	6.8
Students who demonstrate mastery of the reading standards through a portfolio	490	18.9
Students with disabilities who received intensive reading remediation for more than 2 years and were previously retained	496	19.1
Students who received intensive reading remediation for 2 or more years and were previously retained for 2 years	320	12.3
TOTAL	2,599	100

* The data in this report is based on the promotion/retention status of all students as of June 2019.

** Does not include results from the second alternative assessment, the grade 3 reading Stanford Achievement Test, Tenth Edition (SAT-10). The SAT-10 alternative assessment will be administered to retained 3rd grade students at the end of July 2019.