IDEA Florida
Board Action Item
July 30, 2021

Subject: IDEA Florida Pupil Progression Plan and Grading Policy

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Proposed Board Action: For Approval

Executive Summary:

IDEA Florida is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The program for student progression is based on mastery of state standards in English language arts, mathematics, science, and social studies standards.

The Pupil Progression Plan also includes the grading policy for IDEA Florida Schools, including assessment categories and weights, progress reports, grade calculations, and grading of district-normed assessments.

Supporting Documentation: Draft Pupil Progression Plan

Presenter: Colleen Stearns, VP of Curriculum and Instruction

IDEA

Florida

Pupil Progression Plan

Pupil Progression Plan 2021-2022

Pupil Progression Plan 2021/2022

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General Statements

District Vision and Mission

Mission

IDEA Public Schools prepares students from underserved communities for success in college and citizenship.

Vision

IDEA Tampa Bay students and alumni will be college graduates and diverse changemakers who, each in their own way, fight for what they know to be right and build a just, peaceful, and prosperous every day for the communities we serve.

Student Progression

IDEA Florida (IDEA) has an independent plan that is consistent with the provisions of the charter application and Florida statute to include all state graduation requirements. The Student Progression Plan is adopted by the IDEA Florida Governing Board.

IDEA Florida is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

Required Instructional Time

Florida Statute defines a full-time student day as not less than 300 average minutes per day over a 180-day period, or it's hourly equivalent, for a student in grades 4 through 12, and not less than 240 average minutes per day over a 180-day period for a student in kindergarten through grade 3 or in an authorized prekindergarten exceptional program. (F.S.1011.61(1)(a))

Florida Education Equity Act

IDEA Florida adheres to the Florida Education Equity Act that prohibits discrimination related to race, ethnicity, national origin, gender, disability, or marital status. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. (F.S.1000.05)

Florida Standards and Next Generation Sunshine State Standards

The Florida Standards and the Next Generation Sunshine State Standards (NGSSS) reflect the foundational expectations of what students should know and be able to do in each grade level. Instructionis designed to ensure that students meet these standards in all applicable subjects

Assessment and Support

- Students are required by statute to participate in the statewide, standardized assessment program. Refer to the *English Language Learners* and the *Exceptional Student, Assessment* section for additional information. (F.S. 1008.22)

- Students who score below level 3 on the statewide, standardized English Language Arts (ELA) and/or mathematics assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)

Progress Monitoring

The progress of any student who does not meet minimum state expectations on state assessments must be monitored until the expectations are met as documented by retaking the state assessment or graduating from high school. Any student who scores below level 3 in ELA and/or mathematics must be provided with additional diagnostic assessments to determine the specific academic need as it relates to the standards. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.

Extended learning opportunities are offered based on district criteria, availability of resources, and state statutes related to student progression.

In cases where retention in the same grade level is necessary, academic interventions may include small group instruction, virtual instruction, online resources, tutoring, and/or mentoring.

Grade Level Placement

District and state regulations place the responsibility for decisions regarding student placement including retention, administrative, and accelerated placement primarily with the principal and the Grade Level Placement Committee. Students may not be assigned to a grade level based solely on age or other

factors that constitute social promotion (F.S.1008.25). Grade level placement decisions are made with consideration of the following indicators:

- achievement level and ability level to reach the age appropriate standards;
- physical, social, and emotional maturity;
- attendance and number of retentions;
- other school records; and
- input from parent or guardian.

Placement exceptions are considered through the following process with parental input.

- Placement from one grade to another is determined by the Grade Level Placement Committee unless the placement involves another school. The Committee includes the principal and/or assistant principal, academic counselors, and teachers, with input from the Individual Education Plan (IEP) Team, when applicable.

- Recommendations by the Grade Level Placement Committee that involve another school are to be reviewed by the principals or designees from the sending and receiving schools.

- If the principals of the sending and receiving schools do not reach consensus, the case is submitted to the District Placement Committee for review. The District Placement Committee includes the Vice President of Schools, ESE Director, and administrators fromthe sending and receiving schools.

- If the parent or guardian disagrees with the grade level placement, the principal contacts the Vice President of Schools to request a placement review to include representatives from the school, student services, and the parent or guardian. The Placement Committee meets as needed during the summer.

  a. Grade placement decisions for students with disabilities are made with input from the student's Individual Educational Plan (IEP) Team. Refer to *Exceptional Student Education, Grade Level Placement* section for additional information.

  b. Grade placement decisions for English language learners are made with input from the EL Committee.

- The District Placement Committee makes the final grade-level placement decision.

- Students who are placed in the next grade level through a placement committee review will be considered administratively placed. Refer to FHSAA athletics guidelines for eligibility criteria.

- The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.

  a. The principal or designee of the sending school notifies the parent or guardian of the final placement decision and is responsible for documenting and coding the placement.

  b. The principal or designee of the receiving school provides the parent or guardian enrollment and scheduling information.

Classroom Schedule Change Request

If a parent has a concern regarding a classroom teacher, the parent should request a conference with the teacher to discuss the concern. Should the concern not be resolved, the parent may request a schedule change by contacting the school counselor or administrator. The school will review the options and approve or deny the request. If the request is denied, the school will notify the parent and specify the reasons within two weeks. (F.S.1003.3101)

Elementary Student Progression

Initial Placement

Kindergarten

A student enrolling in kindergarten is required to be five years of age on or before September 1 of the school year. A transferring student from an in-state private school must meet the same age requirement and provide a report card, transcript, or letter from the principal. (F.S.1003.21)

If a kindergarten student transfers from an out-of-state public or private school and does not meet age requirements for admission to a Florida public school, the student must meet the age requirement for the state from which the student is transferring. The parent or guardian must provide all the following documentation:

- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records of previous kindergarten placement for a minimum of four weeks; and
- report card or other records indicating academic performance.

Grade 1

A student enrolling in grade 1 is required to be six years of age on or before September 1 of the school year and to have satisfactorily completed kindergarten as documented by a report card, transcript, or letter from the principal. A transferring student from an in-state private school must meet the same age requirement and provide the required documentations. (F.S.1003.21)

If a student in grade 1 transfers from an out-of-state public or private school, and does not meet age requirements for admission to a Florida public school, the parent or guardian must provide the following documentation:

- compliance with the age requirements for admission to public schools within the state from which the student is transferring;
- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records showing successful completion of kindergarten; and
- report card or other records indicating current academic performance, attendance, and grade level placement.

Grades 2 through 5

A student enrolling in grades 2 through 5 must provide a report card or other record indicating current academic performance, attendance, and grade level placement. The appropriate grade-level placement is determined based on a review of the student's record. The student's initial grade placement is subject to review based on the student's actual performance during the first six weeks of enrollment.

Student Progress Reporting

Progress Reports

Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.

Report Cards

- A specialized report card is provided for students in grades K-5 who are provided instruction through NGSSS/FS Access Points. Refer to *Exceptional Student Education, Grade Reporting* section.
- Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course. This is calculated by a weighted percentage which consists of individual course work assignment grades.
    - We monitor cumulative grades during grade verification to ensure that students have sufficient opportunities to show mastery throughout the year. Our system will automatically flag grades that make a student likely powerless to succeed in subsequent terms, by checking whether it is still possible to pass the semester/year if the student were to earn A s in subsequent semesters. The system will send a list of students who are receiving a term grade below 50 to the principal to monitor and communicate. Inc or "Incomplete" may be temporarily used on the report card grade until a student, who needs to complete certain mastery tasks, is held accountable for those assessments or assignments. For each student whose Report Card grade is below a 50 or has Inc, the teacher and/or team will create a written intervention plan to ensure that the student has opportunities to improve academic performance to reach the passing standard for the course. The principal will evaluate the quality of the plan, including the content, timeline, intended outcome, communication and the mechanism for delivery. This plan should be ready prior to finalizing the grades, so it can be communicated to relevant students, families, and/or teachers immediately.

Academic Codes

The gradebook has only two categories of student tasks: Summative and Formative. Summative assessments determine student mastery after an instructional phase (e.g. a Unit) is complete, comparing against specific objectives, external assessments, and/or other students to accurately reflect cumulative learning. Formativeassessments and assignments are used throughout a unit or instructional phase to inform instructional decisions, motivate and teach students how to improve, and clearly signal academic expectations to determine how students are progressing towards a certain mastery goal. The impact of Summative Assessments grows with grade level bands to match their increasing value in collegiate syllabi. The table below provides categorical weights and examples of each type of assessment.

21-22 School Year

Category	Examples	Minimum Required	PK-5, Alt. Courses	6-8	9- 10	11- 12
Summative Summative assessments evaluate the level of mastery after an instructional phase is completed.	DI PK-2: Mastery Tests Non-DI: Unit Assessments; End-of-Module Assessments; Embedded Assessments; Papers, reports, presentations,	Varies by course; only assessments listed should be summative	25%	35%	45%	55%

	and other compositions that conclude an instructional phase					
Formative Formative assessments and assignments provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	DI PK-2: Independent work, fix-ups, checkouts, and Homework Non-DI: Quizzes; Classwork and Tasks; Mid-unit, Mid-Module, or biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.	2 per week	75%	65%	55%	45%

Student Progress Alert

If a child is not making satisfactory progress at any time within a grading period, a Student Progress Alert is provided to inform the parent or guardian. This is done through multiple modes. Teachers may schedule a 1:1 meeting with the family or review the progress during a school event such as report card pickup night. Teachers will also consistently use REMIND and email with parents to inform them of their students progress.

State Assessments

Students are required by statute to participate in statewide**,** standardized assessments**.** Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

- The Florida Kindergarten Readiness Screener (FLKRS) is administered to kindergarten students during the first 30 days of the school year.
- Students in grades 3 through 5 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA). Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
- Students in grade 5 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA).

Reading Remediation

Based upon state standards, any student determined deficient in reading will be provided targeted and/or intensive reading instruction immediately after identification. All students enrolled in grade 3-8 are assessed at the beginning of year utilizing a national normed referenced screener (Renaissance Star) that will generate to determine reading level of the student. That data point, along with previous historical data points will be utilized for consideration and placement in the districts Critical Student Intervention class. Critical Student Intervention is a reading intervention program that targets students reading 2 years or more below grade level. The reading program utilized in Critical Student Intervention class is a research-based reading curriculum that is made to target the current level of students and occurs daily in replacement of a non-required elective class.

The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the nextschool year. The student will continue to be provided targeted and/or intensive reading instruction until the reading deficiency is remedied.

If adequate progress is not achieved, the student may be retained. Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students. (F.S.1002.3105)

Students who have demonstrated academic needs beyond the general curriculum may be considered for single subject area, whole grade, and midyear acceleration. Acceleration requests may be considered once during a twelve-month period.

Promotion

Kindergarten through Grade 5 Promotion

Students must demonstrate satisfactory or higher-level performance in reading, writing, science, and mathematics to be promoted to the next grade. Exceptions may be made using the School Placement Committee procedures, except for grade 3 (see *Grade 3 Mandatory Retention* section below). Placement decisions are made at the end of the school year.

Midyear Promotion for a Retained Student

A student who is retained may be considered for promotion at any time during the year once the student demonstrates the ability to read at grade level.

Refer to the *General Statements, Grade Level Placement* section for additional information.

Grade 3 Mandatory Retention

Students in grade 3 who do not score at level 2 or above on the statewide ELA assessment must be retained. A student in grade 3 who does not have an FSA ELA score is assessed to determine if the student's reading proficiency meets promotion criteria. (F.S.1008.25(6))

The school will provide the following for each student retained in grade 3:

- a review of the previous year's progress monitoring;
- continuation of progress monitoring during the current school year;
- a student portfolio (the prior year grade 3 portfolio may be continued); and
- all appropriate support and services delineated in the district's K-12 Comprehensive Reading Plan, and
- a highly effective teacher, as determined by the teacher's performance evaluation. (F.S.1008.25(7)(3))

Exemptions from mandatory retention in grade 3 must align with current state statutes regarding student progression. Exceptions are limited to the following:

- English language learners with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program;
- students with disabilities who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- students with disabilities who participate in the statewide, standardized reading assessment and who have an Individual Education Plan or a Section 504 plan that documents the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in kindergarten through grade 3 (F.S.1008.25(6)(b)(7);

- students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years;
- students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a level 2 performance on the statewide standardized reading assessment; and
- students who have already been retained once in grade 3. (F.S.1008.25(6)(b)(6))

Documentation is submitted from the student's teacher to the school principal to indicate that promotion of the student is appropriate and is based upon the student's academic record. Documentation may include the student portfolio, report cards, and the Individual Educational Plan, if applicable. The school principal reviews and discusses the recommendation with the teacher(s) and makes the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal makes a recommendation in writing to the district school superintendent. The district superintendent may accept or reject the principal's recommendation.

A midyear promotion of a retained grade 3 student may occur when the student is able to demonstrate successful and independent reading skills and is performing at or above level in reading and language arts through district portfolio review. (F.S.1008.22(5)(6))

Extended Learning and Extended School Year Programs

During the regular school year, IDEA Public Schools extends learning for our most struggling scholars in grades 3 to 8 through the Critical Intervention Program (CSI). CSI is an additional reading and math academic support period focused on research-based intervention program(s).

The Extended School Year (ESY) Program extends academic support during the summer months.These programs comply with the most current state statutes regarding student progression.

Extended School Year (ESY) services for students with disabilities are determined by the IEP team, in accordance with Individuals with Disabilities Education Act (IDEA).

Personal Fitness

At IDEA Public Schools we believe that our scholars can perform at their most optimal levels when they engage in **M**oderate to **V**igorous **P**hysical **A**ctivity during the school day. Rest assured that your student will receive a form of guided physical activity grounded in the SPARK FAMILY national PE Curricula. Students will typically rotate into the personal fitness spaces (indoors and/or outdoors) with their peers 2-3 times per week. Something unique to our district is that we emphasize the use of data to drive instructional decisions, activities and interventions. Students attending PE will use a wrist-based Heart Rate Monitor that informs them of their quality level of movement throughout the class. Every year PE Teachers and students are challenged to meet two very distinct goals **(1)**Become an individual Fitness Ambassador by tracking *900 MVPA Minutes for Academy (1st-5th) or *1,200 MVPA Minutes for College Prep (6th-12th) grades. **(2)** The Campus will earn Fitness Honor Roll when, at least 80% of students earned Fitness Ambassador status.

Middle School Student Progression

Enrollment

Full Time

Full-time middle school students must be enrolled in six annual courses, or the equivalent.

Course of Study

Grade 6	Grade 7	Grade 8
English Language Arts	English Language Arts	English Language Arts
Mathematics	Mathematics	Algebra 1
Science	Science	Science
Social Studies	Social Studies	Social Studies
Individualized Learning	Individualized Learning	Spanish I
Personal Fitness	Personal Fitness	

Critical Student Intervention (CSI)

Academic support courses are intended for students who need extended instruction in reading and/or mathematics and may be scheduled in place of an elective and/or personal fitness.

Critical Student Intervention is a reading intervention program that targets students reading 2 years or more below grade level. The reading program utilized in Critical Student Intervention class is a research-based reading curriculum provided daily in replacement of a non-required elective class.

Critical Student Intervention is a math intervention program that targets students performing 2 years or more below grade level in math per math state assessments and normed referenced assessments utilized by IDEA Public Schools The math program utilized in Critical Student Intervention class is a research-based math curriculum that is offered daily in replacement of a non-required elective class.

AR Zone

AR (Accelerated Reader) Zones provide structured independent reading practice for students in 1st – 7th grade. The ultimate goals of AR Zones are to provide data on students' reading growth, encourage frequent and extended reading practice and make independent reading engaging for students by facilitating successful and meaningful experiences with books.

Structure: Every AR Zone has a leveled library available for students to self-select a book to read that is at their "just right level" for reading growth. Students either read a physical library book or an eBook from the digital library (myON software). Once the book is read, students take a comprehension quiz that they must pass with a minimum score of 80%. Students visit the AR Zone several times a week as part of the rotation with PE and iLearning Hotspot. Students also use the digital library & AR software outside of the school day using their 1:1 device.

Staffing: Each AR Zone has a dedicated staff member known as an AR Facilitator to run the program and keep students motivated to read on a daily basis. These Facilitators have three primary roles: goal setting and progress monitoring, managing students' behavior in the AR Zone, and celebrating achievements.

Goals & Recognitions:

- **Students**: Each IDEA student participating in the AR program is challenged to become a Word Master; meeting a specific word count for their grade level. Students in 3rd-7th grade are also challenged to become a Royal Reader; read 1 million words at academy and 2 million words at college prep. All of these goals also require an 80% accuracy to be recognized. These student goals are heavily aligned with the volume of reading scholars need to be success in core content areas and state assessments.
- **Campus**: AR Honor Roll status is a national recognition that celebrates excellence in implementation of the AR program as measured by having 85% of students earning at least an 80% accuracy, 60% of students earn Word Master status and 10% (3rd – 7th grade) earn Royal Reader status. The AR Honor Roll designation motivates excellence by setting the bar for quality individualization that maximizes student learning.

Ilearning Hotspot:

At IDEA Public Schools, the iLearning HotSpot functions as a center for individualized math instruction. The Hotspot's primary goal is to develop mathematical knowledge and independent learner habits to prepare students for the demands of college. This means that the learning of all students will be enriched, whether they are high achieving students that need to be challenged or struggling students that need extra support. The vision for the Hotspot is to use adaptive math software to give all students a chance to accelerate their learning in math.

We know that students grow in math when they receive targeted instruction that addresses their unique areas of need. The adaptive software used in the Hotspot allows the student to work on pathways designed just for them. In 1st -7th grade, students work in DreamBox Learning software. DreamBox's Intelligent Adaptive Learning technology personalizes students' learning experience by adapting to students' learning both within and between math lessons, offering students the right lesson at the right time. The result is this: students' foundational gaps are closed so they can access grade-level content and beyond. In the process, students also develop essential learner skills that they will call on in college. The independent and individualized learning that occurs in the Hotspot lends itself to the development of these skills, including:
:

- Thinking critically
- Stewarding their own learning
- Advocating with purpose
- Pursuing discovery
- Articulating with clarity
- Practicing self-discipline

Goals & Recognitions:
Students:

- Each IDEA student participating in the iLearning HotSpot program is challenged to become a Math Master; completing 200 lessons (about six lessons a week In DreamBox). After that, Math Genius completed 300 lessons. When students complete five or more DreamBox lessons per week, they experience the most significant improvement in mathematics comprehension and testing results.

Campus:

- HotSpot Honor Roll status is a national recognition that celebrates excellence in implementing the individualized learning math program as measured by having 90% of students reaching the "Active User" metric, 60% of students earn "Math Master" status, and 30% earn "Math Genius" status. The HotSpot Honor Roll designation motivates excellence by setting the bar for quality individualization learning math instruction that maximizes student learning.

Career and Education Planning

Prior to promotion to grade 9, middle school students must complete one career planning course. The M/J U.S. History and Career Planning and the M/J Civics and Career Planning courses fulfill this requirement. (F.S. 1003.4156)

The Career and Education Planning course will:

- result in a personalized academic and career plan, that may be revised as the student progresses through middle and high school;
- emphasize the importance of entrepreneurship and employability skills; and
- include information from the Department of Economic Opportunity's economic security report and earning outcomes. (F.S. 445.07)

The personalized academic and career plan will inform students of the following:

- high school graduation and diploma designation requirements (F.S. 1003.4285);
- Florida Bright Futures Scholarship Program requirements;
- state university and Florida College System admission requirements; and
- opportunities to earn college credit in high school, including: Advanced Placement courses; International Baccalaureate Program; Advanced International Certificate of Education Program (AICE); academic and career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification. (F.S. 1003.492, F.S. 1008.44)

Civics

Civics is required as one of the three social studies courses for students enrolled in grades 6 through 8. IDEA students will take Civics in 8th grade. The statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of thestudent's final course grade. Refer to the *Middle School, End of Course Exams* section for additional information. (F.S. 1008.22)

Academic Acceleration

Accelerated Mathematics Program

The accelerated mathematics program provides an opportunity for all middle school students to earn Algebra 1 Honors credit, prior to enrolling in high school.

a. Accelerated mathematics curriculum.

- This option is available at sites, pending enrollment of qualifying students.
- All students enrolled in 6th grade will be enrolled in the Math 6 Accelerated course. This course will include all 6th grade math standards and approximately half of the 7th grade math standards.
- All students enrolled in 7th grade will be enrolled in the Math 7 Accelerated course. This course will include the remaining half of the 7th grade math standards and all of the 8th grade pre-algebra standards.

- All 8th grade students will be enrolled in Algebra 1 Honors.

- Upon successful completion of the grade 6 and 7 accelerated mathematics courses, or the equivalent compacted course, students are enrolled in Algebra 1 Honors. This course is available on site at all middle schools.

- Upon successful completion of Algebra 1 Honors, students are enrolled in Geometry Honors.

Students will be administered the mathematics FSA (or the associated state assessment) corresponding to the grade level course code in which the student is enrolled.

Non-traditional Course of Study

The course of study for middle school students may be modified to provide appropriate academic intervention for over-age students previously retained in kindergarten through grade 8. This option includes the opportunity to earn high school credit prior to grade 9 placement.

State Assessments

Students are required by statute to participate in statewide, standardized assessments. Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

- Students in grades 6 through 8 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA), except in cases where students are enrolled in a mathematics course requiring an EOC. Students who score below level 3 on statewide assessments may be recommended for remedial instruction.

- Students enrolled in Algebra 1 or Geometry will be administered the FSA-aligned, End of Course (EOC) exam in place of the Mathematics FSA. Refer to the *Middle School, End of Course Exams* section for additional information.

- Students enrolled in Civics are administered the NGSSS-aligned EOC assessment.

- Students in grade 8 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA), except in cases where students are enrolled in a science course requiring an EOC.

Course Grades

Grading Scale

The grading scale and interpretation of letter grades in grade 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

Grade	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

Course Grade Criteria

Middle school courses require a district semester exam and a state End of Course (EOC) exam for IDEA-created Final Exam. EOC exams are weighted at 30%.

Make-ups

a. For most grade levels and subjects, students who have a failing assessment or assignment grade should be given an opportunity to retake failed assignments at least one time, but no more than three times, within three weeks. It is the teacher's/facilitator's responsibility to provide work for students who are absent and to support them in getting any needed re-teach, resources, and/or opportunities.

b. In ideal circumstances, late work and assessments would be submitted within the same number of days that the student was absent, but it may be more reasonable to allow until the end of the unit or the end of the grading period, whichever occurs sooner.

In case of missed assignments due to extended absence, campuses and teachers may provide individualized alternative options and due dates or provide alternative programs, on case-by-case bases.

End of Course Exams

The state standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each Florida End of Course (EOC) assessment. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions.

- EOC exams are required and scheduled in place of the district semester two exam for Civics. Algebra 1, and Geometry. Refer to the *High School, End of Course Exams* section for a complete list of high school credit EOC courses.

- For courses that require an EOC, the EOC exam is calculated as 30%of the corresponding final course grade.

- Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.

- If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.

  a. The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet promotion and/or graduation requirements.

  b. The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.

  c. The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.

  If a student enrolled in an EOC course did not take the required exam, the report card reflects a "NG" exam and semester grade. To receive course credit, the student must take the exam. It is the student's responsibility to request testing in the next available state assessment window. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

  The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

Middle School Students Enrolled in High School Credit Courses

Students enrolled in high school credit courses in middle school will earn the high school credit if they pass the course with a 70 or above. However, a high school course taken prior to 9th grade will not be averaged into the GPA. The high school course will appear on the student's high school transcript. The Program Team determines which high school courses will be available and taught to IDEA students prior to 9th grade.

Grade Reporting

- Each student and parent should be given an access code for PowerSchool to access grades at any time. Students and parents should be trained on how to access and understand their grades.
- Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.
- Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course

Honor Roll Criteria

Honor rolls are determined based on a student's academic quarter grades and individualized learning goals. Students are recognized each quarter for earning all As, A/Bs, and other academic grade designations at the discretion of school leadership. When students participate in AR and HotSpot, criteria for meeting individualized learning goals is as follows:

HOTSPOT

Academy 1st to 5th grade

Math Genius criteria: Complete 300 DreamBox math lessons by EOY.

Math Masters criteria: Complete 200 DreamBox math lessons by EOY.

College Prep 6th and 7th grades

Math Genius criteria: Complete 3,000 ST math puzzles by EOY.

Math Masters criteria: Complete 2,000 ST math puzzles by EOY.

AR

Academy 1st to 5th grade

Royal Reader criteria: At least 1,000,000 words with at least an 80% average accuracy.

Word Masters criteria:

1st Grade: 15,000 words with at least an 80% average accuracy.
2nd Grade: 50,000 words with at least an 80% average accuracy.
3rd Grade: 125,000 words with at least an 80% average accuracy.
4th Grade: 225,000 words with at least an 80% average accuracy.
5th Grade: 325,000 words with at least an 80% average accuracy.

College Prep 6th and 7th grades

Royal Reader criteria: At least 2,000,000 words with at least an 80% average accuracy.
Word Masters criteria: 425,000 words with at least an 80% average accuracy.

Promotion Requirements

Promotion and/or retention is determined when final grades are submitted at the end of the regular academic year. (F.S.1008.25)

- Middle school students must pass language arts, mathematics, science, and social studies to meet annual promotion requirements.

- To be promoted to high school, middle school students must meet the following cumulative requirements:
  - successful completion of three middle school, or higher level, courses in language arts, mathematics, science, and social studies, to include one civics education course and one career planning course; and
  - a personalized academic and career plan. (F.S. 1003.4156) Refer to the *Middle School Career and Education Planning Requirement* section for additional information.

- Students scoring a level 3 or higher on the Algebra 1 EOC exam meet the promotion requirement for the corresponding mathematics course.

If a student does not meet promotion requirements, exceptions may be considered per grade placement procedures. Refer to the *General Statements, Grade Level Placement* section for additional information.

Extended Learning and Extended School Year Programs

The Extended Learning Program (ELP) provides supplemental tutorial, grade enhancement, and course recovery support.

- Tutorial support provides non-credit, academic intervention for middle school students scoring belowlevel 3 on the FSA English Language Arts (ELA) or Mathematics and for students in need of assistance with advanced studies.

During the regular school year, IDEA Public Schools extends learning for our most struggling scholars in grades 3 to 8 through the Critical Intervention Program (CSI). CSI is an additional reading and math academic support period focused on research-based intervention program(s).

The Extended School Year (ESY) Program extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression.

Extended School Year (ESY) services for students with disabilities are determined by the IEP team, in accordance with Individuals with Disabilities Education Act (IDEA).

High School Student Progression

Enrollment

Full Time

A full-time high school student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, state-approved virtual, and dual enrollment classes. To be eligible for an IDEA diploma, the student must be enrolled full time in the school within the first 15 days of his/her last semester.

Part Time

Students enrolled full time in private school or FLVS may not co-enroll in courses in IDEA Public Schools.

Course of Study

The course of study is a combination of required and elective courses aligned to meet one of the five options to earn a Florida standard diploma. They are the following:

- 24-credit program;

Course selection is specific to the student's developmental needs and interests consistent with the student's academic and career plan.

Standard HS Diploma Requirements (24 credits required):
Title XLVII, Chapter 1003, Section 4282

English Language Arts	4 Credits
Mathematics, incl at least 1 in Algebra & 1 in Geometry	4 Credits
Science, incl at least 1 in Biology 1 & at least 2 w/ a laboratory component	3 Credits
Social Studies, incl at least 1 in US History, 1 in World History, .5 in Econ, .5 in Government	3 Credits
Arts: Fine art; Performing art; Speech, Debate; Practical art	1 Credit
Physical Education, incl Health	1 Credit
Electives, incl financial literacy course for .5 credit	8 Credits
TOTAL	24 Credits

At least one course within the 24 credits required must be completed through online learning or blended learning. This course must be identified in the course code directory

Health Opportunities through Physical Education

At IDEA Public Schools we believe that our scholars can perform at their most optimal levels when they engage in **M**oderate to **V**igorous **P**hysical **A**ctivity during the school day. Rest assured that your student will receive a form of guided Physical Education grounded in the SPARK FAMILY national PE Curricula. Students will typically rotate into the PE spaces (indoors and/or outdoors) with their peers 2-3 times per week. Something unique to our district is that we emphasize the use of data to drive instructional decisions, activities and interventions. Students attending PE will use a wrist-based Heart Rate Monitor that informs them of their quality level of movement throughout the class. Every year PE Teachers and students are challenged to meet two very distinct goals **(1)**Become an individual Fitness Ambassador by tracking *900 MVPA Minutes for Academy (1st-5th) or *1,200 MVPA Minutes for College Prep (6th-12th) grades. **(2)** The Campus will earn Fitness Honor Roll when, at least 80% of students earned Fitness Ambassador status.

Cardiopulmonary Resuscitation

Cardiopulmonary Resuscitation (CPR) (compression only) and Automated External Defibrillators (AED) instruction is included in the Health Opportunities through Student Physical (HOPE) traditional and virtual course. Additional instructional opportunities may be provided through healthscience courses and/or in afterschool programs. (F.S.1003.453)

Schools are encouraged to provide training in basic first aid, including cardiopulmonary resuscitation for all students in grades 6 and 8. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation for all students in grade 9 and 11. Instruction in CPR must be based on a one-hour nationally recognized program that uses the most evidenced-based emergency cardiovascular guidelines. (F.S. 1003.453)

Financial Literacy

Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective. (F,S, 1003.4282).

Course Grades

Grading Scale

The grading scale and interpretation of letter grades in grades 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

Letter	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

Course Grade Criteria

High school courses require a district semester exam and a state End of Course (EOC) exam or district-created Final Exam. Refer to the *High School, Grade Calculation Charts* for additional information.

All final course grades are reported in the student's permanent record and on the official transcript.

End of Course Exams

EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions. (F.S.1008.22)

- The state EOC exams are required in place of IDEA-created Final Exams for the following courses:

Algebra 1	Geometry	Biology	US History
Algebra 1 Honors	Geometry Honors	Biology Honors	US History Honors
	IB Geometry	Pre IB-Biology	AP US History
			IB US History

- For courses that require an EOC, the EOC exam is calculated as 30% of the corresponding course grade.

- Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.

- If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.

  a. The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet graduation requirements.

  b. The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.

  c. The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not

meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.

- If a student enrolled in an EOC course did not take the required exam, the report card reflects a "NG" exam and semester grade. To receive course credit, the student must take the exam. It is the student's responsibility to request testing in the next available state assessment window.

The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

Exam Exceptions

- There are no exam exceptions for courses with a corresponding EOC exam; this includes Advanced International Certificate of Education, Advanced Placement, and International Baccalaureate US History.

- Some specialized elective courses do not require a semester exam.

Grade Calculations

Category	Examples	Minimum Required	Alt. Courses	9-10	11-12
Summative *Summative assessments* evaluate the level of mastery after an instructional phase is completed.	**DI PK-2:** Mastery Tests **Non-DI:** Unit Assessments; End-of-Module Assessments; Embedded Assessments; Papers, reports, presentations, and other compositions that conclude an instructional phase	Varies by course; only assessments listed should be summative	25%	45%	55%
Formative *Formative assessments and assignments* provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	**DI PK-2:** Independent work, fix-ups, checkouts, and Homework **Non-DI:** Quizzes; Classwork and Tasks; Mid-unit, Mid-Module, or biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.	2 per week	75%	55%	45%

A student who does not take a required exam will receive an “I” grade for a district exam or a “NG” for an EOC exam. Refer to *High School, Semester Exams* and *End of Course Exam* sections for additional information.

Grade Calculation with No Exam

This calculation applies to semester courses that do not require a final exam or EOC. Students must earn a minimum of two quality points to pass a semester course that does not require an exam**.** The student's semester grade will be calculated based on a combination of quarter grades and the quality points assigned.

Quarter grade	Quarter grade	No Semester exam-"H"	Final Grade
A	A	H	A
A	B	H	A
A	C	H	B
A	D	H	B
A	F	H	C
B	A	H	A
B	B	H	B
B	C	H	B
B	D	H	C
B	F	H	C
C	A	H	B
C	B	H	B
C	C	H	C
C	D	H	C
C	F	H	D
D	A	H	B
D	B	H	C
D	C	H	C
D	D	H	D
D	F	H	F
F	A	H	C
F	B	H	C
F	C	H	D
F	D	H	F
F	F	H	F

Grade Point Average

The state grade point average (GPA) is unweighted and is the cumulative average of the semester final grades for high school credit courses. It is calculated by dividing the total number of quality points earned by the total number of points possible based on a 4.0 scale. The School GPA includes weighting for the completion of advanced coursework with a final semester grade of a C or higher.

School approved AP and core content courses are awarded a 1 weighting per credit that is added to the cumulative, weighted district GPA for each credit.

Grade Reporting

Each student and parent should be given an access code for PowerSchool to access grades at any time. Students and parents should be trained on how to access and understand their grades. Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.

- Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course Our system will automatically flag grades that make a student likely powerless to succeed in subsequent terms, by checking whether it is still possible to pass the semester/year if the student were to earn As in subsequent semesters. The system will send a list of students who are receiving a term grade below 50 to the principal to monitor and communicate. Inc or "Incomplete" may be temporarily used on the report card grade until a student, who needs to complete certain mastery tasks, is held accountable for those assessments or assignments. For each student whose Report Card grade is below a 50 or has Inc, the teacher and/or team will create a written intervention plan to ensure that the student has opportunities to improve academic performance to reach the passing standard for the course. The principal will evaluate the quality of the plan, including the content, timeline, intended outcome, communication and the mechanism for delivery. This plan should be ready prior to finalizing the grades, so it can be communicated to relevant students, families, and/or teachers immediately.

High School Course Credit

A semester credit course requires a minimum of 67.5 traditional hours or 60 block hours. This requirement does not apply to virtual, blended learning, and credit recovery courses.

- Only one credit may be earned per course, or the comparable course. An example of a comparable course is English 1 and English 1 Honors.

Transfer Students: Credit from Accredited Program

Any student who transfers into the district and whose credits can be verified must meet all provisions of the school's Student Progression Plan o be awarded credit. All transfer credits and grades awarded on an official transcript from schools that are accredited by a recognized national, regional, or state accrediting agency will be accepted at face value.

- Students transferring midyear from schools that award annual credits will have transcripts reviewed to award credits and grades at face value. No credit will be awarded for coursework that has a credit value of less than .50, example .25 credit.

- Students transferring from a middle school where the student completed high school credit courses but was not awarded credit, will be awarded credits and grades at face value.

- Students transferring from an accredited school with an unofficial transcript will be placed at the appropriate sequential course level to validate the credit through performance during the first grading period. A student must have a minimum 2.0 cumulative GPA after the first grading period to be awarded credits and grades at face value.

- A native language credit may be applied as a required English credit for a student transferring from out of the country.

- Home education or full-time virtual students transferring with a transcript from a regionally accredited program will be awarded credits and grades at face value.

Transfer Students: Credit from Non-accredited Program

Schools may accept transfer credits and grades from non-accredited schools when official transcripts are validated by one or more of the following procedures:

- a review of the student's academic record,
- an analysis of a sending school's curriculum,
- a review of a portfolio of student work; or
- through an assessment of scholastic performance.

Students enrolling from home education or nonaccredited programs who do not possess an official transcript will have credits validated through performance during the student's first enrolled grading period. A student transferring into a school will be placed at the appropriate sequential course level. To receive credit for the previous course(s), the student must earn a minimum GPA of 2.0 in the course by the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:

- portfolio evaluation;
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- demonstrated proficiencies on nationally normed standardized subject area assessments;
- demonstrated proficiencies on the FSA ELA/EOC assessments; and
- written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is determined after school personnel have had the opportunity to observe the student's work.

- Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment.

- No honors points will be granted, and the grade awarded will be a "P" for pass.

- Students transferring from a home education program may not accrue credits in one school year, which exceed the number of credits that may be accrued through a traditional schedule. Grade placement is made according to the high school grade level placement/promotion matrix for grades 9 through 12 based on the number of credits validated, and the year a student entered grade 9.

- If a student transfers to a Florida high school from out of the country, out of state, a private school, or a home education program and the student's transcript shows credit in Algebra 1, the student must take and pass the Algebra 1 EOC, or state approved equivalent assessment to earn a Florida high school diploma. Transferring students must take and pass all state assessments or earn an ELA concordant score, or an Algebra 1 mathematics comparative score to earn a Florida high school diploma.

The Interstate Compact on Educational Opportunity for Military Children provides additional transfer of credit guidance for students of military families. (F.S.1000.36)

Promotion or Grade Level Placement

Promotion from one grade to the next is determined, in part, upon satisfactory performance in English Language Arts, social studies, science and mathematics, along with all credits required for graduation. A student's grade level placement is determined based on the year they entered grade 9, unless they are a foreign student with no obtainable record of credits.

- Promotion from grade 9 to grade 10 occurs when a student has completed one full year and has earned five credits towards graduation.

- Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned eleven credits towards graduation.

- For 24 credit option students, promotion from grade 11 to grade 12 occurs when a student has completed three full years and has earned seventeen credits, including eight required credits in English, mathematics, science, and social studies.

- Students electing to graduate with the 24-credit program in three yearsor less are promoted to grade 12 on May 1 of their final semester if they are on track to graduate.

College and Career Acceleration

The student's course of study should be reviewed annually to identify pathways to post-secondary college opportunities. College acceleration options provide an opportunity for students toearn college credit based on one of the following criteria:

- score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination; or
- grade of C or better in an approved dual enrollment course.

Dual Enrollment

Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary Florida college or university. The credit earned applies toward both a high school diploma and a college degree. Dual enrollment courses can potentially substitute a high school course with approval from AST.

- A student must have an overall cumulative, unweighted state GPA of 3.0 and meet the required score on the ACT, PERT, PSAT, or SAT, as defined by the postsecondary institution to be enrolled in dual enrollment. Academic dual enrollment entrance requirements at an articulated university are determined by the individual institution and may require above a 3.0 GPA.

- A full-time student may be enrolled part time in any college or university as agreed upon in the Interinstitutional Articulation Agreement.

- Students must have prior approval from their school before enrolling in any off campus dual enrollment course, and they must meet all required deadlines, as specified by the post-secondary institution. Students taking online or off campus dual enrollment courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations.

- A student may enroll in a college or university course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Interinstitutional Articulation Agreement. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263.

- Only courses identified on the State Department of Education master list of approved courses will receive dual enrollment credit.

Dual credit courses will be listed on a student's high school transcript. These courses will be on the 5.0 (weighted) scale. Students need to earn a C or higher to earn high school credit for the dual credit course.

- Credits and grades earned through dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Upon completion of each semester, transcripts from dual credit community college or university will be sent to the individual high school site for transcript update. Upon completion of each semester, transcripts from the dual credit community college or university must be submitted by the student to their IDEA College Counselor for transcript update. It is the student'sresponsibility to verify that all coursework has been updated accurately.

Advanced Placement (AP) Program

AP is a rigorous, nationally standardized curriculum that prepares students for success in college. However, it has not always been available to all students. Traditionally, select students are tracked through earlier, advanced course sequences or are encouraged to take AP courses based on previous performance. We are often asked why we do not offer differentiated tracks for students, like honors or general courses in addition to AP courses. At IDEA, our mission is to prepare ALL students for success to and through college. This means that ALL students deserve access to rigorous, college preparatory experiences that will prepare them to succeed when they get to college. AP is a central strategy to ensuring our students are academically prepared for the rigors of college. Therefore, all IDEA students deserve the same level of intensive college preparation.

IDEA Core Content Course Sequence

	ELA	Math	Humanities	Science	Spanish
9th	Pre-AP English I	Geometry	AP Human Geography	Pre-AP Chemistry	Spanish II
10th	Pre-AP English II	Algebra II	AP World History	Physics	Spanish III
11th	AP English Language	Pre-Calculus	AP US History	AP Environmental Science	AP Spanish Language
12th	AP English Literature	AP Calculus AB or AP Statistics*	AP Microeconomics & AP U.S. Government & Politics	AP Physics I AP Bio or AP Chem*	AP Spanish Literature

*In their senior year, students can choose between the Math and Science senior level AP courses that most align to their interests and college and career plans.

The Advanced Placement (AP) program is a nationwide program eligible to secondary students in grades 9 through 12. The AP course descriptions and examinations are prepared by the College Board and are administered in May of each year. As with AICE, dual enrollment, and IB programs, students completing

AP courses and exams are eligible for postsecondary education credits by the receiving college or university if they score a minimum of three, on a five-point scale on the corresponding AP examination. Students enrolled in an AP course are expected to take the corresponding AP examination as part of the course and are exempt from exam registration fees. Students who cancel or who do not have an approved absence will be required to pay the $40 unused or cancelled AP exam fee charged by the College Board.

A student may earn high school credit through the passage of an AP examination without course enrollment or completion. If a student attains a passing score on the AP exam, the student will be awarded course credit under the Credit Acceleration Program (CAP).

Credit by Examination under the Credit Acceleration Program (CAP)

Under the Credit Acceleration Program (CAP), a student may earn high school credit through the passage of a College Level Examination Program (CLEP) exam, an Advanced Placement (AP) exam, or a statewide, standardized end-of-course (EOC) exam (Algebra 1, Geometry, Biology 1, US History) without course enrollment or completion. The student will take the exam during the regular administration of the exam. The grade awarded will be entered as "NG."

State Assessments

Students are required by statute to participate in statewide**,** standardized assessments**.** (F.S.1008.22)

- Students in grades 9 and 10 are administered the English Language Arts (ELA), FS-aligned Florida Standards Assessment (FSA).
- Students enrolled in courses specified by the state are administered Florida EOC assessments. Refer to the *High School, End of Course Exams* for additional information.
  - Algebra 1 and Geometry, FS-aligned EOC assessments
  - Biology 1 and U.S. History, NGSSS-aligned EOC assessments
- Students must earn a passing score on the grade 10 FSA ELA or a concordant score, and a passing score on the FSA Algebra 1 EOC or comparative score to graduate with a standard diploma. Scores may change due to legislation. Refer to the FLDOE for additional information.

FSA	Passing Score
Grade 10 FSA ELA	350 (Beginning Spring 2014)
FSA Algebra 1 EOC	497 (Beginning Spring 2016)

Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information.

Progress Monitoring

- Students who score below level 3 on Florida Standards Assessment (FSA) for English Language Arts (ELA) and/or the Algebra 1 EOC assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)
- A student who is not meeting the school or state requirements for satisfactory performance inELA and mathematics will be provided one of the following plans:
  - a federally required student plan such as an Individual Education Plan;
  - a school-wide system of progress monitoring; or
  - an individualized progress-monitoring plan.
- A student who scores a level 4 or 5 on the FSA ELA and EOC mathematics assessment may be exempted from participation in the school-wide system of progress monitoring.
- A student with a GPA below 2.0 or who is not on track for graduation will receive academic advisement

as part of the CAPE law.

Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading Concordant Score Options

A student may meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422. The following concordant and comparative scores, specific to the year the student entered grade 9, satisfy the assessment graduation requirements. Available for all students who entered grade 9 in 2010-2011 and beyond:

SAT EBRW	480
ACT English and Reading Subtests If the average of the two-subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.	18

Algebra 1 EOC (FSA or NGSSS) Comparative Score Options

Available for all students who entered grade 9 in 2010-2011 and beyond:

PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16

College Entrance Assessments

- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) provides an opportunity for students to prepare for college entrance exams by learning about their strengths and weaknesses in English and mathematics, as well as an option for meeting the graduation requirement for the Algebra1 EOC. The PSAT is given each year in October to students in 10th and 11th grade at no charge. Juniors taking the PSAT may qualify for the National Merit and the National Hispanic Scholars Programs.

- The ACT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the FSA ELA and/or Algebra 1 EOC. At IDEA, we offer one district test for 11th and 12th grade students at no charge in October. Counselors also support students in signing up for additional ACT tests throughout the school year. Registration fee waivers are available for students who qualify for the freeor reduced lunch program. For students who do not qualify for a fee waiver, they are responsible for paying the application fee directly to the testing agency.

- High schools may evaluate the college readiness of students utilizing the Postsecondary Education Readiness Test (PERT). The PERT math score may also serve as an Algebra 1 EOC comparative score for students who entered grade 9 prior to the 2018-19 school year.

Graduation

- A diploma will be awarded to any student who completes the 24-credit program, by meeting the required credits, 2.0 cumulative, unweighted state GPA, and achieving a qualifying score on all required stateassessments.

- Students earning the credit requirements for the 24-credit program, with the exception of the state assessments or the 2.0 cumulative, unweighted state GPA, will be eligible for a Certificate of Completion.

Graduation Ceremony

To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit program, must have earned all required credits by the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met.

- A student may participate in one graduation ceremony with his/her designated class or grade 9 cohort.

- A student must have met all financial obligations to the school before being given a diploma.

- Participation in a graduation ceremony is dependent upon a student meeting both graduation requirements and abiding by discipline standards. Violation of a discipline standards may result in the student's non-participation in graduation. Each high school'sprincipal will decide who is eligible to participate in graduation exercises based on the discipline violation.

Florida Diplomas and Certificates

Florida Standard Diploma

All courses of study and graduation requirements are consistent with the Florida Department of Education and Hillsborough County Public Schools graduation requirements. Graduation requirements may change due to legislation.

The following are the requirements to meet a standard diploma.

- Students must be enrolled as a full-time student within the first 15 days of his/her last semester toreceive a Hillsborough County Public School diploma.

- Students entering grade 9 will work toward a standard 24-credit diploma.

- A student must achieve a minimum cumulative, unweighted state GPA of 2.0. The cumulative, unweighted state GPA required for graduation is calculated by including all grades earned by the student except those enhanced.

- A student must earn a passing score on the FSA ELA and the FSA Algebra 1 EOC, or a concordant/comparative score on the state approved alternative assessment.

- A student with a disability (SWD) for whom the individual education plan (IEP) team determines that the required assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. According to Florida statute, a waiver of the required assessment results by the IEP Team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572) Refer to the *Exceptional Student Education, Additional Graduation Options* section for

additional information.

- For students seeking the 24-credit standard diploma, at least one course must be completed through a state-approved virtual instruction program, online dual enrollment, blended learning instruction, or completion of a course in which a student earns a nationally recognized industry certification in information technology or passage of the information technology certification examination without enrollment in the corresponding course. Online courses that meet this requirement are a yearlong, full-credit course, a half-credit course, a credit recovery course, a driver education course, or a blended learning course. Students taking online courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations. Exceptions to the online course requirement may be allowed for the following:
  - students pursuing the AICE, IB, the 18-credit ACCEL, or the Career and Technical Education Graduation Pathway options;
  - students with disabilities whose IEP indicates that an online or blended learning course is inappropriate; and
  - students who transfer into a Florida public high school who have one year or less left in high school. (F.S. 1003.4282(4))

Meeting graduation requirements, passing coursework and examinations are the responsibility of each student. While the school attempts to check each student's record and to guide his or her progression, each student is responsible for seeing that all requirements are met within the traditional four years.

Graduate Recognitions

Rank in Class

The final rank in class will be determined for seniors at the end of the first semester of their senior year.

- A student must be enrolled by the final day of the first semester of his/her senior year to be ranked.
- The cumulative, weighted district GPA is used to determine rank in class. All attempted and enhanced high school course grades are calculated in the GPA, except for high school credit prior to grade 9.
- Following the grade submission deadline, class rank is finalized on a district designated date. This provides time for schools to review individual student transcripts for accuracy.
  additional credits earned during the second semester but will not impact final class rank.

Valedictorian/Salutatorian

Each high school will recognize a valedictorian and salutatorian from among the graduating seniors. The valedictorian will be the student whose rank in class is number one (1) and the salutatorian will be the student whose rank in class is number two (2).

In the event of a tie for valedictorian, each student whose rank is tied for first in the class will be recognized as a co-valedictorian. If there are co-valedictorians, there will be no salutatorian since the next student'srank would be third.

In the event of a tie for salutatorian, each student whose rank is tied for second in the class will be recognized as a co-salutatorian. If there are co-salutatorians, the rank of the next student would be fourth. A student's actual rank will be noted on their official transcript.

Students must complete all four years of High School, grades 9, 10, 11, and 12, at IDEA Public Schools to be eligible for valedictorian or salutatorian.

Seal of Biliteracy

The Seal of Biliteracy is the attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages, in addition to English. This recognition will be noted on the high school diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) and awarded by the Commissioner of Education to high school graduates meeting the requirements.

The requirements for earning the Seal of Biliteracy include:

- earning four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- achieving a qualifying score on a world language assessment, or
- satisfying alternative requirements as determined by the State Board of Education.

The Silver Seal of Biliteracy is awarded to students who have earned four world language credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment (refer to the district website or the FLDOE for the recognized exams and required scores).

The Gold Seal of Biliteracy is awarded to students who have met the above requirements and have also earned a level 4 or higher on the grade 10 FSA ELA or have attained an advanced qualifying score on a nationally recognized assessment.

Bright Futures Scholarship Program

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and volunteer service

work hours earned in grades 9 through 12. The school will annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report.

For detailed information on the Bright Futures Scholarship Program, go to floridastudentfinancialaid.org.

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation if the student applies for the scholarship award no later than December 31 of the student's graduation year.

The Talented 20 Program

The Talented 20 Program provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20% of their graduating class and who have completed the 18 academic credits required for a state university admission. Determination of Talented 20 students at each high school is made upon completion of the seventh semester. Please note that, while eligible students are guaranteed admission at one of the state universities, it may not be to their first choice of schools. Students are given priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), if they are eligible for this needs based grant.

Student Recognitions

Honor Roll Criteria

Honor rolls are determined based on a student's academic quarter grades when the student is enrolled in a minimum of four district courses.

- The Principal's Honor Roll designation is awarded to students who earn A's for all academic grades.
- The High Honor Roll designation is awarded to students who earn a minimum of three A's and no grade lower than a B for academic grades.
- The Honor Roll designation is awarded to students who earn B's or higher for academic grades.

English Language Learners

ELL Committee

The ELL Committee includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- review and make placement recommendations:
- evaluate continuation of program services to support language acquisition;
- determine eligibility; and
- provide recommendations for programs and access to additional services. (Rule 6A-6.0908, F.A.C.)

ELL Placement

The placement of English language learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy.

- The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential.

- English language learners will have equal access to appropriate programs and courses that are equal and comparable in scope, sequence and quality to instruction provided to English proficient students. Instructional services are documented in the ELL student plan.

- English language learners who have completed the credits required for graduation but have not met the 2.0 GPA or the state assessment requirements are eligible for a certificate of completion and an additional year of high school. (Rule 6A-6.0909, F.A.C.) *Refer to the High School, Certificate of Completion section for additional information.*

Equal Access for English Language Learners

- English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services. (Rule 6A-6.0908, F.A.C.)

- All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible.

- English language learners will not be subject to disciplinary action because of their use of a language other than English.

Assessment

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction.

- English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition.

- English language learners must participate in the statewide assessment program, prescribed in F.S.1008.22. There is no exemption from participation in the statewide assessment program for English language learners.

- Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan. (Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, F.A.C.) The ELL committee will convene whenever substantive changes in an individual ELL student plan are required.

Accommodations for Statewide Assessments

Appropriate and allowable accommodations must be provided to English language learners on statewide assessments. (Rule 6A-6.09091, F.A.C.) Accommodations are defined as adjustments to settings and/or scheduling to include amount of time for administration, assistance in heritage language, and the use of an approved translation dictionary or glossary. Examples may include:

- testing in a separate room with the ESOL or heritage language teacher;
- scheduling in multiple increments within one school day, when allowed;
- additional time within one school day may be provided to complete a test session;
- access to an approved heritage language dictionary or glossary; and/or
- limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.

Accommodations that negate the validity of statewide, standardized assessments are not allowable.

Prior to the test administration, parents or guardians of English language learners must be notified in writing, in their native language whenever possible, of these accommodations. Parent may elect to refuse testing accommodations.

English language learners are eligible for accommodations on all district and site-based assessments.

Grade Level Placement

Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- academic performance;
- standardized assessments and language acquisition data;
- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction;
- the student's English language proficiency; and
- attendance and retention data.

Promotion or retention decision may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. (Rule 6A-1.09432, F.A.C.)

Refer to the *General Statements, Grade Level Placement* section for additional information.

ELL Transfer Students

The following placement guidance applies to students transferring to the district.

- At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade-level.

- Throughout the academic year, students entering from another site in the district, the state, and out-of-state are placed in the concurrent grade-level.

- The ELL Committee, along with the College Counseling team will evaluate documents and recommend placement in caseswhere academic records are incomplete or require translation.

- Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

Exceptional Student Education

Program Placement

Placement of a student into an exceptional student education (ESE) program must comply with procedures established in the Exceptional Student Education Policies and Procedures (SP&P) document.

- A student will only be placed in an ESE program when a staffing committee determines that the student meets eligibility and a parent or guardian consents to Exceptional Student Education.
- The Individual Education Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), school psychologist or other specialist, Local Education Agency (LEA) representative, and when appropriate, the student.
- The IEP team determines Extended School Year (ESY) services for SWD.

The general education setting is the first consideration when determining placement for students with disabilities (SWD). Core instruction should be delivered in the general education classroom to the maximum extent appropriate.

The school will make available a Free Appropriate Public Education (FAPE) to a SWD through the end of the school year in which the student turns 22, provided the student is age 21 at the start of the school year and has not graduated with a standard diploma.

Accommodations

Any student who has been evaluated and determined to have a disability under IDEA or Section 504 may receive accommodations based on the individual needs of the student, as documented on the IEP or Section 504 plan. Accommodations are changes that are made in how the student accesses information and demonstrates performance. Students use accommodations to increase, maintain or improve academic performance. Accommodations do not alter course content or expectations for achievement of grade level state standards. (Rule 6A-6.03411(1)(a), F.A.C.)

Grade Level Placement

The general education promotion requirements apply to SWD. If a student does not meet the promotion requirements, the School Placement Committee determines (with input from the IEP team andthe ELL committee, when applicable) the grade level placement. The committee includes the principal and/or assistant principal, school counselors, and teachers who have knowledge of the student's current performance abilities.

Assessments

SWD participate in the state and school assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state and school assessments are allowable as specified in the test administration manuals. (Rule 6A-1.0943, F.A.C.)

The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment (FSAA) as defined in state board rule is made by the IEP team and recorded on the IEP. Parental consent procedures for participation in the Florida Standards Alternate Assessment must be followed. (Rule 6A-6.0331(10), F.A.C.)

The Exceptional Student Education Policies and Procedures (SP&P) provides additional guidance on the participation of students with disabilities in state and district assessments.

SWD may be eligible for an extraordinary exemption in accordance with F.S. 1008.212.

Waiver of Assessment Results/Scores

A student with a disability for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. A waiver of the statewide, standardized assessment results by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572)

A graduation portfolio of quantifiable evidence of achievement is required for students alternately assessed whose performance on standardized assessments is waived. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards.

Graduation Options for SWD

Standard Diploma

The high school section of this document provides graduation options for all students. Refer to the district website for specific graduation requirements.

Two additional options are available only to students with disabilities. Both require 24 credits and allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits through access courses and be assessed with an alternate assessment.

- Students who choose the academic and employment option must earn a semester credit in an employment-based course paid at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act. The student's employment transition plan specifies the required number of hours per week for the equivalent of at least one semester and documents the successful completion of required components. Students may earn additional, elective credits in employment-based courses.

The diploma option for a SWD will be documented on the IEP prior to the student's14th birthday and reviewed annually by the IEP Team.

A student will be exempted from the online course graduation requirement when the IEP indicates that an online or blended learning course is inappropriate.

Deferral of Receipt of a Standard Diploma

SWD who meet the standard high school diploma requirements and the criteria specified in F.S.1002.4282(3)(c) may defer the receipt of the diploma and continue to receive services. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent or guardian, or the student over the age of 18 for whom rights have transferred must sign a separate document stating the decision. (Rule 6A-6.03311(8), F.A.C.) The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services.

The parent and the student must be informed by the school, in writing, by January 30 of the year in which the student is expected to meet graduation requirements. Failure to defer receipt of a standard high school diploma after all requirements are met releases the school from the obligation to provide aFAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. A student with a disability who receives a certificateof completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school, until the end of the school semester or year in which the student turns 22. (Rule 6A-6.0328(1), F.A.C.), (F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22)

504 Educational Plans

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity receiving federal financial assistance. Section 504 guarantees the right to full participation and access to FAPE.

The school is committed to identifying, evaluating, and providing FAPE to students who are disabled, within the definition of Section 504, regardless of the nature or severity of their disabilities. The district recognizes and acknowledges that students may be disabled and eligible for services under Section 504, even when they do not qualify for or require special education and/or related services pursuant the IDEA.

If a student has a physical or mental impairment that significantly limits the student's learning but does not require specially designed instruction, the student will be eligible for reasonable, but more than standard, accommodations and/or modifications of the regular classroom or curriculum to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided, pursuant to a Section 504 Accommodation Plan.

Refer to the *fldoe.org* for additional information.

Gifted Education

Exceptional student education includes students who are identified as gifted. A continuum of services and specially designed instruction is available for students who qualify for gifted services, including acceleration and enrichment.

At the secondary level, the course of study may include Honors, Advanced Placement courses; International Baccalaureate Program; academic and career dual enrollment; and career education courses, including career-themed courses are examples.

The Education Plan (EP) document is used by the EP team in making appropriate placement decisions based on the student's goals, strengths, and needs. The EP team includes the parent or guardian, general education teacher(s), special education provider(s), LEA representative, and when appropriate, the student. If a student is eligible for an additional ESP program, then the student's individualized education plan (IEP) will include their gifted eligibility and goals.

Refer to *Rule 6A-6.030191 F.C.A.* for additional information.