



2026-2027

PUPIL PROGRESSION PLAN

Florida



ideapublicschools.org



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GENERAL STATEMENTS 1

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General Statements

District Vision and Mission

Mission

IDEA Public Schools, operating in Florida through IDEA Florida Inc., prepares students from underserved communities for success in college and citizenship.

Vision

To serve as the nation's leader in preparing students for success in college and beyond.

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 its 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, religion, or marital status. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. (F.S.1000.05)

Florida Academic Standards

All courses offered at IDEA Florida schools utilize curricula aligned to standards that meet state requirements (F.S.1003.41). The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics, the Next Generation Sunshine State Standards (NGSSS) for Science, and Florida's State Academic Standards for Social Studies reflect the foundational expectations of what students should know and be able to do in the core contents of each grade level. Electives and other offered courses are guided by standards approved by Florida or that meet the rigor and requirements as described by the state. Instruction is designed to ensure that students meet these standards in all courses.

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 for those special populations. (F.S. 1008.22)

- Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.
- Per F.S. 1008.25(4)(c), a student who has a substantial reading deficiency as determined in paragraph (5)(a) or a substantial mathematics deficiency as determined in paragraph (6)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:
 - a. 1. The student's specific, identified reading or mathematics skill deficiency.
 - b. 2. Goals and benchmarks for student growth in reading or mathematics.
 - c. 3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
 - d. 4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
 - e. 5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
 - f. 6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

At IDEA Florida schools, students who earn a 1 or 2 on state assessments will be automatically scheduled into remedial reading instruction in order to close proficiency gaps.

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. Individualized progress monitoring plans must include the specific, identified reading deficiency; goals and benchmarks for student growth in reading; description of specific measures that will be used to evaluate and monitor the student's reading progress; specific evidence-based literacy instruction grounded in the science of reading which the student will receive; strategies, resources, and materials that will be provided to the student's parent to support the student to make reading progress; and additional services the student's teacher deems available and appropriate to accelerate the student's reading development. Schools may not wait for the plan to be developed in order to initiate intensive reading interventions (F.S. 1008.25).

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. Any student identified by IDEA Public Schools as having characteristics of dyslexia or dyscalculia must undergo further screening (F.S. 1008.25).

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 Placement Committee for review. The Placement Committee includes the Vice President of Schools, Special Programs Director, and administrators from the sending and receiving school.
- 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 Placement Committee makes the final grade-level placement decision.

The students who are placed in the next grade level through a placement committee review will be considered administratively placed. Refer to FHSA athletic 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.

Reading & Mathematics Remediation

Students who exhibit a substantial deficiency in reading or the characteristics of dyslexia will receive intensive, explicit, systematic, and multisensory reading interventions. Dyslexia-specific interventions, as defined by rule of the

State Board of Education, shall be provided to students who have the characteristics of dyslexia. A school will not wait for a student to receive a failing grade at the end of a grading period or wait until a plan (federally required student plan, schoolwide system of progress monitoring for all students, or an individualized progress monitoring plan) is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions (F.S. 1008.25).

In addition, if a student demonstrates substantial mathematics deficiency, parents will be notified, and students will be provided state-approved interventions. Students in grades K–5 who are identified as having a substantial deficiency in mathematics, in accordance with Section 1008.25(6), Florida Statutes, will receive targeted, systematic, and explicit mathematics intervention aligned to their specific academic needs. Interventions may include daily small group instruction and/or supplemental evidence-based support provided by qualified instructional staff. Student progress will be monitored regularly, and instruction will be adjusted based on individual student performance and needs. Families will receive ongoing communication regarding student progress, interventions, and available support resources. Intervention services will continue until students demonstrate grade-level proficiency in mathematics as outlined by Florida law.

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)

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 scheduling a meeting with the school counselor and the Assistant Principal of Instruction and, if applicable, the Regional Director of Special Programs. The school will review the options and approve or deny the request. If the request is denied, the school will notify the parents and specify the reasons within two weeks. (F.S.1003.3101)

If the parent disagrees with the decision, they may appeal the decision to the school principal.

Grading policy

Core Tenets

The IDEA Florida Inc. (IDEA) grading policy supports our mission of sending 100% of our scholars to and successfully through college, acknowledging that graduating from college is the single most effective anti-poverty strategy. The IDEA grading policy effectively evaluates student achievement, ensures equity across all schools, motivates and empowers students and is responsive to their context, signals an accurate level of mastery to all audiences, and prepares scholars' academic identities and college applications to succeed in the process of applying to colleges and universities. Grades should reflect the level of student mastery on grade-level work. The policy is aligned to this belief and gives campus leaders discretion to meet the unique needs of their students.

Student Progress Alert

If a child is not making satisfactory progress at any time within a grading period, the teacher will reach out to parent to inform them of the unsatisfactory progress. This is done through multiple modes, however, it must include written notice of deficiency, services, plan, read-at-home supports, and promotion policy. Teachers may schedule a formal meeting with the family or review the progress during a school event such as report card pick up night. Teachers will also consistently use Focus and email with parents to inform them of their students' progress. To protect the confidentiality of education records consistent with

FERPA (20 U.S.C. § 1232g), teachers do not email actual grades; however, they may discuss with parents ways to help students improve their classroom performance. Parents have access, in real time, to all of their students' grades and assessments via the Focus Parent Portal.

Progress Reports

Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for all students in all courses. Parents will be able to view their student's grades via Focus. Schools and teachers may communicate more frequently about grades at their discretion.

Report Cards

Report cards are published four times a year after each 9-week Quarter term is complete. IDEA Florida campuses also hold report card nights where parents may come to the campus to pick up a physical copy of the report card. 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.
- Courses with a state issued End of Course exam (EOC) will show only quarter grades on a report card until test scores come in and can be calculated into final grade (30%). Once EOC exam scores are issued by the state, final semester and year grades will be calculated and published on the report card.
- 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.

Assessment Categories and Weights

The gradebook has the following categories: Classwork, exit tickets, participation, unit/module assessments. Classwork, exit tickets and participation assignments determine student mastery of the instructional materials as the instruction is being delivered in order to assess students' current understanding of the material. Classwork and participation can include, but is not limited to, activities such as warm up work, checks for understanding exercises, closing questions, etc....

Unit/module 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 and 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 weight of categories are as follows:

Classwork (Daily student practice & Labs): 30%

Do Now Completion: 5%

Exit Ticket Completion: 15%

Quizzes, Unit/Module Assessments/Topic Tests, Semester Exams, Final Exams: 50%

Within these categories, teachers have the freedom to change the score type and total points for individual assignments within the gradebook to best represent the meaningfulness of each grade. Principals may require a specific number of homework assignments to be included in the gradebook. In compliance with [Florida Statutes 1003.4156 \(middle grades\), 1003.4282\(3\), and 1008.22 \(high school\)](#), a student's performance on an End of Course assessment constitutes 30% of the student's final course grade. This applies only to the Algebra I, Geometry, Biology, high school U.S. History and Civics courses.

All grades that impact a student’s cumulative grade should validly and reliably represent student mastery, not behavioral or other factors, and thus should not represent behavioral items such as attendance, homework or task completion (exempting, for example, performance-based assessments with clear criteria for mastery, such as Socratic Seminars). In Academies, there is a separate section on each report card to communicate represent behavioral development, where there will be a selection of comments that teachers can use to better inform and support families to provide meaningful feedback on non-academic growth.

Grading for Students with Significant Cognitive Disabilities

R.I.S.E. teachers should grade students based on formal and informal assessments. Below is a chart to help guide teachers on various types of assessments that will be utilized to measure the progress students demonstrate. Gradebooks are set up with the following weight categories.

Category	Examples	PK - 21
Summative Summative assessments are for evaluating the level of mastery after an instructional phase is completed	PK-2: Mastery Tests Iready RENSTAR Star Diagnostic Report: RENSTAR Star Growth Report Unit tests, Embedded Assessments, End of Module Exams, reports, presentations, and other compositions that culminate an instructional phase IEP Goals	25%
Formative Formative assessments and assignments provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	PK-2: Independent work, fix ups, and homework Iready Diagnostic Reading: Independent work, checkouts N Quizzes, classwork tasks, mid-unit assessments, written work (journals, OERs, essays), Socratic Seminars, Dialogue, practice problems, homework, exit tickets	75%

The [Florida Statute Title XLVIII, Chapter 1003, Section 437 Middle and High School Grading System](#) requires the following measures and interpretations and shall be adopted for all grades at IDEA Public Schools, Kindergarten through grade 12:

Grade	Percentage	Grade Point Value	Definition
A	100 – 90	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

Consistent with s. 1008.25(4)–(5), F.S., and the K-12 Comprehensive Evidence-Based Reading Plan (s. 1003.4201, F.S.; Rule 6A-6.053, F.A.C.), middle school students who score at Level 1 on FAST Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. The IDEA policy is aligned to the state statute and gives campus leaders discretion to meet the unique needs of their students.

Failing Grades and Missing Grades

The parents, teachers, and the school share responsibility for helping students succeed, and student grades entered in the gradebook should be an accurate reflection of the level of mastery of the student. With regards to failing grades, teachers should afford a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade so that they can demonstrate relative mastery of grade-level work. Anything that is stipulated in a student's IEP supersedes the policies stated here. When students take a course for a second time to recover the course credit (Credit Recovery) they will not be eligible to earn above 70% in the course. 70% is required to earn course credit.

1. Missing Grades Due to Absences

It is the teacher's responsibility to provide work for students who are absent and to support them in getting any needed re-teach, resources, and/or opportunities. 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 basis. Campus leadership and teachers should provide reasonable opportunities for students to make up assignments missed due to extended absences and/or extenuating circumstances within the grading period in which the student was absent. If assignments are not made up within the grading period, a grade of zero will be issued.

2. Failing Grades on Assignments

What determines a reasonable opportunity to make up or redo a failing grade depends on the grade level, task, curriculum, and individual circumstances. Campuses may determine point deductions and timelines for retakes and make-up work and should implement a plan that proactively develops the skills needed to show more individual responsibility as students transition to upper grades. Students who have a failing assessment grade should be given an opportunity to retake failed assignments at least one time, but not more than three times, within three weeks. Students in grades 6th through 12th should individually arrange with their teacher to retake failed assessments within three weeks and to plan any remediation prior to retaking. As with previous sections, campuses may determine point deductions and timelines for work turned in late (not due to an absence). They will ensure grade-level teachers are aligned in their practice and mindful of student development.

Grade Forgiveness

In alignment with [F.S. 1003.4282](#), if a student earns a grade of "D" or "F" in a high school core academic course, they must retake the course. Upon successful completion of the course, the student's record must reflect the replacement grade of "C" or higher earned subsequently in the same or comparable course. If a student earns a "D" or "F" in an elective course, they must have the opportunity to replace the grade upon successful completion of any elective course with a grade of "C" or higher. If a student in middle school earns a grade of "C," "D," or "F" in a high school course taken for high school credit, the student must be given the opportunity to retake the course for a replacement grade of "C". In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. (F.S. 1003.4282(4))

Guidance for Student Transfers

A. Mid-year transfers

- When a student transfers into IDEA Florida in the middle of the grading period, the current grades from the previous school must be transferred as part of the student record transfer
- If the student transfers into IDEA Florida at the end of a grading period, the current grade from the previous school will be posted . The end of the grading period will be defined as the last two weeks of the grading period.
- All other mid year transfers:
 - Students will be exempt from assignments that were issued prior to enrollment date and be held responsible for all assignments assigned after their enrollment.

B. Letter Grade Transfers

Students from accredited non-public, out-of-state, or out-of-country schools may have transcripts that record letter grades or that indicate awarded credit for courses with grades lower than the IDEA Florida passing standard of 60. These transcripts may also indicate awarded credit for courses that do not exactly correlate with a Florida course title.

College Counselors should first access and review the transcript/academic records for students transferring from out-of-state, out-of-country, or non-public schools. Counselors should use the guidance provided from IDEA Florida to evaluate and verify the content of the courses for which the student has earned credit from the previous.

Additionally, only courses labeled as “AP,” “IB,” and “Dual Enrollment” will be awarded an added value of “1” for transfer students on the Weighted GPA scale.

Grading Scale & Grade Point Average (GPA)

Attempted and earned credits are calculated into GPA for high school courses taken in grades 7 through 12. All high school courses earn high school credit and are calculated into the student’s GPA for high school. AP, AICE, Dual Enrollment, and IB Classes are on a 5.0 scale compared to a 4.0 scale for other courses. Honors courses are on a 4.5 scale. Grades are recorded on the transcript and GPA is computed in January and June. Courses must be completed for a student to earn credit for the course. If a student transfers out of IDEA at the end of the semester, the College Prep campus will award the student .5 credits for courses taken and passed with a 60% or higher. If a student transfers into an IDEA campus, only AP, IB, and Dual Credit courses will be given the additional weight of 1 grade point; all others will follow the 4.0 grade point scale. Beginning with the 2026-2027 school year, weighted grade point values for honors courses and articulated acceleration mechanisms (dual enrollment, Advanced Placement, International Baccalaureate, and AICE) must conform to the statewide uniform weighted grading system established by the State Board of Education, and high school GPAs must be calculated based on the high school credit earned in each course. (Ch. 2026-59, Laws of Fla.)

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 documentation. (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.

Course of Study

Grades K-5	
English Language Arts	Electives/Resource
Mathematics	Elective course offerings will vary by campus
Science	
Social Studies	

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 ELA score is assessed to determine if the student's reading proficiency meets promotion criteria. (F.S. 1008.25(5)(c)) Good cause exemptions are s. 1008.25(7)(b); supports for retained students. Note also: (1) the exemption for students with disabilities now includes students previously retained in prekindergarten; (2) "retained once in grade 3" is a limitation (a student may not be retained more than once in grade 3); (3) required supports for retained grade 3 students also include the summer reading camp, a minimum of 90 minutes of daily uninterrupted reading instruction, a teacher certified or endorsed in reading who is rated highly effective, and an intensive reading acceleration course for students previously retained in K-2 (s. 1008.25(8)); and (4) a student promoted midyear after November 1 must demonstrate reading proficiency equivalent to the beginning of grade 4 (s. 1008.25(8)(b)2.).

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 teacher who is certified or endorsed in reading and is rated highly effective, as determined by the teacher's performance evaluation. (F.S. 1008.25(8)(b)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 prekindergarten, kindergarten, grade 1, grade 2, or grade 3 (F.S. 1008.25(7)(b)5.);

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- 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
- a student may not be retained more than once in grade 3. (F.S. 1008.25(7)(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. 1008.25(8)(b)2.) A student promoted after November 1 must demonstrate reading proficiency equivalent to the level necessary for the beginning of grade 4.

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.

Summer Programs

Summer School

During the regular school year, IDEA Public Schools extends learning for our most struggling scholars. Summer school programs will be available for 3rd, 5th, 8th, and high school students.

Extended School Year

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

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

IDEA Florida Middle School Progression plan- 2026-27

IDEA's middle school progression plan ensures our scholars complete state mandated requirements to promote to high school. At 24 courses, scholars meet and exceed the minimum requirements for high school promotion plus allows them to be competitive through completion of college prep and high school course work while in middle school.

Subject	Notes	6th Grade	7th Grade	8th Grade
English Language Arts		M/J Language Arts 1 M/J Language Arts 1 Adv	M/J Language Arts 2 M/J Language Arts 2 Adv	M/J Language Arts 3 M/J Language Arts 3 Adv
Mathematics		M/J Math 1 M/J Accelerated Math Grade 6 (levels 4 & 5) Starting in 2026-2027: Pre-Algebra, if qualified	M/J Math 2 or Pre-Algebra M/J Accelerated Math Grade 7 (levels 4 & 5) Starting in 2026-2027: Algebra1 if qualified	Grade 8 Pre- Algebra (Level 1 & 2) or Algebra 1 (HS course) (Levels 3, 4, & 5) Starting in 2027-2028: Geometry, if qualified
Science		M/J Comprehensive Science 1	M/J Comprehensive Science 2	M/J Comprehensive Science 3 (Level 1, 2, 3 on 7th grade ELA PM3) or Biology (HS course-levels 4 or higher)
Social Studies		Law Studies (Level 1, 2, & 3 on 5th grade ELA PM3) Civics (Level 4 or 5 in 5th grade ELA PM3)	Adv Civics with Career planning (students who took Law Studies in 6th grade) Adv World History (students who took civics in 6th grade)	M/J US History Adv with career planning
Languages Other Than English				Spanish 1 (HS course)
Physical Education		M/J Fitness grade 6/Gymnastics Ed dance	Comprehensive PE 6/7/Team Sports	Comprehensive PE 7/8/Individual & Dual Sports
Electives	Elective options vary by school			

NOTE: Promotion from middle school requires one of the state-approved courses in career and education planning to be completed in the 6th, 7th or 8th grade. At IDEA, this course will be taught via social studies. The course is designed to help students become aware of the relationships that exist between education and career achievement.

Students earning a 1 or 2 on state reading assessments will automatically be scheduled into Intensive Reading.

Career and Education Planning

Prior to promotion to grade 9, middle school students must complete one career planning course. This will be done via Social Studies.

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;
- include information from the Department of Commerce's economic security report and earning outcomes. (F.S. 445.07); and
- Use Florida's online career planning and work-based learning coordination system (Xello) to meet 1003.4156, F.S

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 includes teaching students how to access and update their personalized academic and career plan yearly in middle and high school; earn an accelerated high school diploma under the CTE Graduation Pathway pursuant to s. 1003.4282(9), F.S.; and engage in work-based learning opportunities, such as internships, pre-apprenticeships and apprenticeships. (F.S. 1003.4156)

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 7th grade will take the Civics end of course exam. The statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student'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.

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.

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

- 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 responsibility to provide work for students who are absent and to support them in getting any needed re-teach, resources, and/or opportunities.
- 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 basis.

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

Students enrolled in courses for which an EOC assessment is mandated will complete the EOC assessment in place of the district-developed final examination. In middle school, courses with an EOC are Civics, Biology 1, and Algebra 1.

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

If a student enrolled in an EOC course did not take the required exam, the report card reflects a zero for the exam and that will be calculated as 30% of the semester grade.

The student is encouraged to attend the summer school program if the student has failed a course or has not taken the EOC exam. Once the student completes the retake, the score will

replace the zero and the semester grade may be recalculated.

Middle School Students Enrolled in High School Credit Courses

Attempted and earned credits are calculated into GPA for high school courses taken in grades 7 through 12. All high school courses earn high school credit and are calculated into the student's GPA for high school. AP, AICE and IB Classes are on a 5.0 scale compared to a 4.0 scale for other courses. Honors courses are on a 4.5 scale. Grades are recorded on the transcript and GPA is computed in January and May. Courses must be completed for a student to earn credit for the course.

Grade Reporting

- Each student and parent should set up a Focus account to access grades at any time. Students and parents should be trained 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 published to the Focus portal 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.

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

Middle school students' personalized academic and career plan must include information on additional graduation pathways and work-based learning opportunities (F.S. 1003.4156).

Summer and Extended School Year Programs

Summer school 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

High School Student Progression

Enrollment

Full Time

A full-time high school student is defined as one who attends school each day for eight periods, however, the eight periods can be comprised of any combination of on-site, state-approved virtual, and dual enrollment classes.

Part Time

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

Course of Study

The course of study is a combination of required and elective courses aligned to meet the criteria to earn a Florida standard diploma. IDEA Florida's graduation plan is set up to earn a 24- Credit Standard Diploma as well as qualify for the Scholar Diploma Designation. This is done to support our mission of college for all. Students will be encouraged and supported to pursue a Scholar Diploma Designation but are not required to earn the designation for high school graduation purposes.

IDEA's Graduation Plan – Florida – SY 26-27

IDEA's graduation plan ensures our scholars complete 32 credits and achieve the Scholar Diploma designation. At 32 credits, scholars meet the minimum requirements for graduation plus it allows them to be competitive for top tier colleges.

Subject	IDEA FL Req	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English Language Arts	4		English 1 Honors 1001320 Pre-AP English I 1001415 (starting 27-28) ELA FAST	English 2 Honors 1001350 Pre-AP English II 1001416 (starting 28-29) ELA FAST (required for diploma)	ENC 1101/1102 Dual Enrollment Or English 3 Honors 1001380 AP English Lang 1001420 (starting 29-30)	English IV Honors 1001410 or Dual Enrollment or AP English Lit 1001430 (starting 30-31)
Mathematics	4	Track 1: Traditional M/J Grade 8 Pre-Algebra (1205070) Track 2: Accelerated Algebra I (1200310) Algebra I EOC	Track 1: Algebra I (1200310) Algebra I EOC (req for diploma) Track 2: Geometry (1206310) (EOC)	Track 1: Geometry (1206310) Geometry EOC Track 2: Algebra 2 (1200330)	Track 1: Math for College Liberal Arts (1207350) Track 2: Prob and Stats Honors (1210300)	Track 1: Algebra 2 (1200330) OR Mathematics for Data and Financial Literacy (1200384) Track 2: Pre-Calculus Honors (1202340) OR AP Statistics (1210320)
Science	4	Track 1: Traditional M/J Comprehensive Science 3 (2002100) Track 2: Accelerated Biology 1 (EOC)* 2000310	Track 1: Biology 1 2000310 Biology EOC Track 2: Environmental Science Honors 2001341	Track 1: Environmental Science Honors 2001341 Track 2: Chemistry 2003340 (starting 2027-2028)	Track 1: Marine Science Honors 2002510 Chemistry 2003340 (starting 2027-2028) Track 2: Marine Science Honors 2002510	AP Environmental Science 2001380 (starting 2028-2029) Physics Honors 2003390 (starting 2028-2029)
Social Studies	4		AP Human Geography 2103400	World History Hon 2109420 or AP World History (starting 2027-2028)	US History 2100310 US History EOC Starting 2027-2028: AP US History US History EOC + AP Exam or Dual Enrollment (requires both AMH2010 and AMH 2020 to earn credit)	Gov Hon/Econ Hon (starting 2027-2028) Starting 2028-2029: AP US Gov & Politics (0.5) or Dual Enrollment AP Microeconomics (0.5) or Dual Enrollment
Languages Other Than English	4	Spanish I 0708340	Spanish I 0708340 or Spanish 2 0708350 or Spanish for Spanish Speakers 2 0709310	Spanish II 0708350 or Spanish III Honors 0708360 Or Spanish for Spanish Speakers 3 Hon 0709320	Spanish III Honors 0708370 or AP Spanish Language 0708400 Starting 2027-2028	AP Spanish Language 0708400 AP Spanish Literature 0708410 Starting 2028-2029
Three credits minimum, but four recommended. We will accept other foreign language credits but at least 2 credits must be from the same language.						

Updated: 03.07.2025

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 (7.5 credits) plus Personal Financial Literacy (.5 credit)	8 Credits
TOTAL	24 Credits

Cardiopulmonary Resuscitation

Cardiopulmonary Resuscitation (CPR) (compression only) and Automated External Defibrillators (AED) instruction is included in the Personal Fitness course. Additional instructional opportunities may be provided through health science courses and/or in after school programs. (F.S.1003.453)

Basic training in first aid, including cardiopulmonary resuscitation (CPR), is provided once in middle school and once in high school in a physical education or health class. CPR instruction must allow students to practice the psychomotor skills associated with performing CPR and must include instruction in the use of an automated external defibrillator (AED). (F.S. 1003.453(3), as amended by ch. 2025-67, Laws of Fla.)

Physical education credit substitutions: Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons satisfies the one-credit physical education requirement. Beginning July 1, 2026, completion of two years of marching band satisfies both the one-credit physical education requirement and the one-credit fine or performing arts requirement; completion of 1.0 credit with a grade of "C" or better in an eligible dance techniques course satisfies the physical education or performing arts credit; and a student with a disability may satisfy the physical education credit by participating in the Special Olympics for one year, as determined by the student's IEP team. These substitutions may not be used to satisfy the personal fitness requirement or adaptive physical education under an IEP or 504 plan. (F.S. 1003.4282(3)(f); chs. 2026-70 and 2026-59, Laws of Fla.)

Financial Literacy

Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management. (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 Benchmarks for Excellent Student Thinking Standards (BEST) for specific courses, as outlined in the course descriptions. (F.S.1008.22)



The State EOC and AP College Board exams are required in place of IDEA-created Final Exams for the following courses:

Algebra 1	Geometry	Biology	US History
		Biology Honors	US History Honors
			AP US History

- For courses that require an EOC, the EOC exam is calculated as 30% of the corresponding course grade.
- Final semester grades cannot be determined until EOC exam scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in June.
- The student is encouraged to attend the summer school 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 Placement courses.

Grade Point Average

All high school courses earn high school credit and are calculated into the student's GPA for high school. AP and Dual Enrollment classes are on a 5.0 scale compared to a 4.0 scale for other courses. Honors courses are on a 4.5 scale. Grades are recorded on the transcript and GPA is computed in January and May. Courses must be completed for a student to earn credit for the course. Beginning with the 2026-2027 school year, weighted grade point values must conform to the statewide uniform weighted grading system established by the State Board of Education. (Ch. 2026-59, Laws of Fla.)

High School Course Credit

- This requirement does not apply to virtual, blended learning, and credit recovery courses/remedial.
- 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 to 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, for example .25 credit.
- Students transferring from a middle school where the student completed high school credit courses 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 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 non-accredited 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 FAST 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.

- 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, 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 six credits towards graduation.
- Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned twelve 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 eighteen credits, including eight required credits in English, mathematics, science, and social studies.
- Students electing to graduate with the 24-credit program in three years or less are promoted to grade 12 on May 1 of their final semester if they are on track to graduate.

Maximum age requirements

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 to earn 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 post-secondary Florida college or university. The credit earned applies toward both a high school diploma and a college degree. Dual enrollment courses can substitute a high school course.

- 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 post-secondary 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 course 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.

- Credit 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's responsibility 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. 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, 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).

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.

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), [Florida Assessment of Student Thinking \(FAST\) Assessments](#); 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, BEST-aligned EOC assessments
 - Biology 1 and U.S. History, NGSSS-aligned EOC assessments
- Students must earn a passing score on the grade 10 FAST ELA or a concordant score, and a passing score on the Algebra 1 EOC or comparative score to graduate with a standard diploma. Scores may change due to legislation. Refer to FLDOE for additional information.

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

Progress Monitoring

- Students who score below level 3 on Florida Assessments of Student Thinking (FAST) for English Language Arts (ELA) and/or the Algebra 1 EOC assessment are required to receive 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).
- Remedial courses do not earn high school credit/GPA
- A student who is not meeting the school or state requirements for satisfactory performance in ELA 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 FAST 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 FAST 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:

Concordant Scores for FAST Grade 10 ELA Reading Assessment

Scores		
Assessment	Assessment Scale	Concordant Score
SAT Reasoning and Writing section	200-800	490
PSAT/NMSQT Reading and Writing section	160-760	470
PSAT English and Writing section	160-760	470
ACT English and Reading subject test (averaged)	1-36	18
PreACT Secure English and Reading subject test (averaged)	1-36	18
CLT Grammar/Writing and Verbal Reasoning subject tests (sum)	0-80	39
CLT10 Grammar/Writing and Verbal Reasoning subject tests (sum)	0-80	39

- For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number.
- The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

Comparative Scores for B.E.S.T. Algebra I EOC Assessments

Scores		
Assessment	Assessment Scale	Comparative Score
SAT Math	200-800	420
PSAT/NMSQT Math	160-760	430
PSAT 10 Math	160-760	430
ACT Math	1-36	16
Pre ACT Secure Math	1-36	16
CLT Quantitative Reasoning	0-40	14
CLT10 Quantitative Reasoning	0-40	14
Statewide, Standardized Geometry EOC	Achievement Level 1-5	Level 3

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 state assessments.

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 the 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 discipline standards may result in the student's non-participation in graduation. Each high school's principal 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 Regional District's 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 to receive a 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 FAST ELA and the BEST 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.

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 will not impact final class rank.

Valedictorian/Salutatorian

Graduating seniors with the highest and second highest cumulative weighted grade point average carried out two decimal places as determined at the end of the spring semester of senior year will be eligible to serve as the valedictorian and salutatorian respectively.

Additional Considerations:

- Valedictorian and salutatorian eligibility requires attendance at an IDEA Public Schools high school for all of the 11th and 12th grade years
- In the event of a tie for valedictorian based on GPA, schools will make the decision based on the raw average
- A student who is in violation of school code of conduct, honor code, or has criminal charges may be deemed ineligible to represent school as the valedictorian or salutatorian. If the two highest ranked graduating seniors have the exact same weighted GPA, they will both be named co-Valedictorians, and two Highest Ranking Graduate award letters will be issued.

For campus planning purposes, the unofficial Valedictorian and Salutatorian determination can be communicated with appropriate staff members and students after Quarter 15 grades are stored.

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 FAST 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 with 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. The 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 to 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. 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.
- The 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.

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.
- 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-6.0901, 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. Parents 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 cases where 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.



- No student shall be placed in an exceptional education program unless that student meets eligibility criteria and is properly determined eligible by staffing committee or transfers to IDEA from another school district or private school with an existing IEP.
- The IEP Team consists of the parent or guardian, Local Education Agency representative, ESE teacher/service provider, general education teacher, individual who interprets instructional implications of evaluation results, student, when appropriate and a translator when needed. A parent/guardian, as well as the school district, may bring other people to the IEP meeting to provide further information or support.
- In accordance with State Board of Education Rule 6A-6.03028(3)(g)(11), an IEP meeting for each ESE-eligible student must be conducted at least annually to consider if ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student.
- Beginning July 1, 2026, if a related service identified in a student's IEP is not provided as scheduled, the school will notify the parent or guardian in writing or by electronic means within 10 school days, explain the reason the service was not provided, and discuss a plan for make-up services. Upon request, a parent may access all service provider logs or progress notes within 15 school days after the related service is provided, and parents are informed of this right at each IEP meeting. (Ch. 2026-59, Laws of Fla.)

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 and the 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 Alternate Assessment (FAA) 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 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's 14th 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. 1003.4282(8)(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 a FAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May 15 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 has not been awarded a standard high school diploma 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 to 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 ESE 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.

CERTIFICATION

The Undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of the 2026-2027 IDEA Florida Pupil Progression Plan, as originally adopted by the Board on July 23, 2026, and is in full force and effect and has not been revoked or amended.

Board Secretary

Date Certified

DRAFT