

STUDENT PROGRESSION PLAN
THE SCHOOL DISTRICT OF ESCAMBIA COUNTY
PENSACOLA, FLORIDA

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Current Edition Amended and Approved by School Board

November 2010

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LEGAL BASIS OF THE PLAN

Florida K-20 Education Code

STUDENT PROGRESSION, 2010-2011 EDITION, 1008.25, F.S. The student progression plan is the district's guide for ensuring student progression, both through initial and remedial instruction and through other support services.

Florida K-20 Education Code 1008.25 (1), F.S., states that each district school board shall establish a comprehensive program for student progression. Each student's progression from one (1) grade to another is determined by criteria that reflect the student's proficiency in the Next Generation Sunshine State Standards (NGSSS) and established specific levels of proficiency in reading, writing, science, and mathematics. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

INTRODUCTION

This plan was developed by District and school-based personnel with input from the local community. It provides state and local guidelines, and it provides procedures for placement of students in the appropriate grade levels, subjects, and/or special programs best suited to meet the academic needs of students. It is a contract delineating what the student must know to be promoted and what the district will do to help the student meet these requirements for promotion.

The School Board of Escambia County, Florida, is dedicated to the continuous development of each student. Students will be given the opportunity to achieve at the expected level of performance and to make satisfactory progress with appropriate instruction.

PURPOSE

The purpose of this student progression plan is to provide board rules and administrative procedures required to implement state legislative and local board student progression requirements for all stakeholders. The Next Generation Sunshine State Standards (NGSSS) are the basis for curriculum, instruction, and evaluation of student performance in the school district. 1003.41, F.S.

The responsibility of the School Board and District administration is to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. The student's responsibility is to be accountable for learning, to attend school, and to engage in instruction. The parents'/guardians' responsibility is to ensure attendance and proper conduct of their children and to promote their children's interest in learning. The responsibility of the principal, teachers, and staff is to provide effective programs, instruction, and remediation; to document the students' mastery of the NGSSS; to ensure a safe environment; and to maintain records and reports. An additional responsibility is to keep both the student and the parent informed of that student's academic progress.

ADMISSION AND ENTRANCE REQUIREMENTS

School Entry Medical Examinations

The school board of each district and the governing authority of each nonpublic school shall require that each child who is entitled to admittance to pre-kindergarten or kindergarten or who is entitled to any other initial entrance into a public or nonpublic school in this state present a certification of a school-entry health examination performed within one (1) year prior to enrollment in school. 1003.22 (1), F.S. Therefore, any new student entering Florida schools for the first time including prekindergarten or kindergarten should present a certificate (DH form 3040) of school-entry health examination by the first day of school attendance. However, under hardship circumstances, a new student may be given a thirty (30) day grace period when necessary to obtain a school physical. Documentation must be provided within thirty (30) days or the student will be temporarily excluded from school pending documentation of the exam.

- Health examinations performed by licensed health professionals outside of Florida are acceptable as long as the documented exam was **completed within one (1) year of the first day the student will attend school.**
- A homeless child shall be given a temporary exemption for thirty (30) days.

The school shall be responsible for maintaining records in order that follow-up may be provided to assure student compliance. Any student shall be exempt from the requirement of a health examination upon written request of parents or guardians stating objections to such examinations based upon religious beliefs.

Immunizations

The school board of each district and the governing authority of each nonpublic school shall establish and enforce as policy that prior to admittance or attendance in a public or nonpublic school, grades Pre-K - 12, each child present will have on file

with the school a certification of immunization (DH form 680) for the prevention of those communicable diseases for which immunization is required by the Department of Health. -1003.22, (4), F.S.

- The parent is responsible for assuring that the student is in compliance with the immunization law. 1003.22(7), F.S.
- A student who is not in compliance with the immunization law will be refused admittance and/or will be temporarily excluded from school attendance. 1003.22(9), F.S.
- Up to a (thirty) 30 day grace period may be given for new students to Escambia County to obtain records of immunizations in order to provide a Certification of Immunization. 1003.22, F.S.

A child shall be exempt from immunization requirements if (a) the parent or guardian of the child objects in writing that the administration of immunizing agents conflicts with his/her religious beliefs (requires Department of Health Religious Exemption from Immunization Form 681 from County Health Department); (b) an authorized physician certifies in writing that the child should be exempt from the required immunization for medical reasons; or (c) an authorized school official issues a temporary exemption for a period not to exceed thirty (30) school days to permit a child who transfers into a new county to attend class until his records can be obtained. Electronically transmitted records are acceptable for school entry.

Emergency Health Cards

An emergency information card, updated annually, shall be completed for each student listing contact person, family physician, allergies, significant health history, and permission for emergency care. [64F-6.004 Florida Administrative Code]

- Emergency Card (9400-HES-003) must be completed in its entirety with signature.
- Parents of uninsured students are encouraged to apply for Florida KidCare, a high quality, low cost health insurance for uninsured children through age eighteen(18) years.
- Parent signature acknowledges receipt of Notice of Privacy Practices contained in the *Student Rights and Responsibilities Handbook*.
- Additional parent signature indicates consent to bill Medicaid Services provided to Students with Disabilities who are Medicaid eligible without affecting family's insurance benefits (Medicaid and other insurance plans).

NO REGISTRATION IS COMPLETE WITHOUT THE ABOVE HEALTH FORMS. HEALTH RECORDS ARE ACCEPTED ON A TEMPORARY BASIS PENDING DEPARTMENT OF HEALTH REVIEW AND APPROVAL.

Verification of Age

Before admitting a child to prekindergarten, kindergarten, or first grade, the principal shall require evidence that the child has attained the age at which he/she should be admitted in accordance with the provisions of Florida K-20 Education Code and School Board policy. The superintendent or attendance assistant may require evidence of age of any child whom he/she believes to be within the limits of compulsory attendance as provided for in Florida K-20 Education Code. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births; or
- a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child accompanied by an affidavit sworn to by the parent(s); or
- an insurance policy on the child's life which has been in force for at least two (2) years; or
- a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent(s); or
- a passport, a certificate of arrival in the United States, or a naturalization certificate showing the age of the child; or
- a transcript record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
- an affidavit of age sworn to by the parent and accompanied by a certificate of age, signed by a public health officer or by a licensed practicing physician designated by the School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct (only if other evidence cannot be produced).

Prekindergarten

The District offers two (2) Voluntary Prekindergarten programs: a school year 540 hour program at targeted Title I schools and a 300 hour Summer Voluntary Pre-kindergarten Program.

- Students enrolling in the 540 hour school year Voluntary Pre-kindergarten (VPK) Program must be four (4) on or before September 1 of the school year.

- Students eligible for the 540 hour school year VPK Program must reside in a Title I school attendance area.
 - Δ Students residing in an attendance area of a school housing a 540 hour VPK program may be provided transportation.
 - Δ Students residing out of the attendance area of a school housing a 540 hour VPK program must apply/request a letter of transfer from the pre-kindergarten Title I office, Teacher on Special Assignment.
 - Δ Students residing out of a VPK attendance area of a school housing a 540 VPK program will be served if enrollment is not filled by the children in that school attendance area.
 - Δ Students residing out of the attendance area of a school housing a 540 hour VPK program must provide their own transportation.
- Students enrolling in the Summer Voluntary Pre-kindergarten (VPK) Program must be four (4) on or before September 1 of the school year before entering kindergarten in the fall.

Kindergarten

Children who will have attained five (5) years of age on or before September 1 of the year they begin kindergarten shall be eligible for admission to public kindergarten during that school year.

First Grade

Children who have attained the age of six (6) years old on or before September 1 of the school year and who have completed kindergarten in a public school or completed kindergarten in a non-public school from which the District School Board accepts transfers of academic credit must be admitted to the first grade at any time during the school year.

Transfers

Kindergarten and first grade students who transfer in from another state at the beginning of the year or during the school year and meet that state's age requirement will be enrolled into school even if they do not meet Florida's age requirements. Florida has a reciprocal agreement to honor age requirements from all other states. The web site to verify different states' age requirement: <http://www.ecs.org/clearinghouse/11/36/1136.htm>

Students who enter a non-public school in kindergarten or first grade whose birth date would not have allowed entry into the public schools may not then transfer into the public school after attendance at the non-public school in either kindergarten or first grade.

No exception to the September 1 date for either kindergarten entry or first grade entry is permitted other than for students transferring in from another state.

Second Grade

A child shall be permitted to enroll in the second grade under any of the following conditions:

- The requirements of the first grade in accordance with District policies have been completed.
- The requirements of the first grade in a Florida public school in accordance with state policies have been completed.
- The requirements of the first grade in a public school or non-public school in another state in accordance with policies of that state and with evidence of same have been completed.
- The requirements of the first grade in an unapproved school, including the requirements of being seven years old on or before January 1, have been determined to be satisfactory by the principal.

SCREENING AND TESTING

Kindergarten Screening

The *Florida Kindergarten Readiness Screener* (FLKRS) will be administered to assess the readiness of each child for kindergarten.

The Department of Education requires each public school to administer a kindergarten readiness screening to all kindergarten students in the school district within the first thirty (30) school days of each school year. Additionally, each parent who enrolls his or her child in the VPK Education Program in the previous school year must voluntarily submit the child for the FLKRS, regardless of whether the child is admitted to kindergarten in a public or non-public school. Section 1002.69(4), F.S., also requires each school district to designate sites for administering the FLKRS for VPK Education Program participants who will be attending kindergarten in a non-public school. Data from the FLKRS will be used to determine the readiness of children entering kindergarten for the first time, to prescribe instruction, and to provide useful information to parents.

Screening Instruments

The FLKRS includes a subset of the *Early Childhood Observation System*[™] (ECHOS[™]) and the two (2) measures of the Florida Assessment for Instruction in Reading (FAIR) for kindergarten (Letter Naming and Phonemic Awareness) to gather information on a child's development in emergent literacy.

English for Speakers of Other Languages (ESOL) Education

The English for Speakers of Other Languages (ESOL) Program is designed for students who are designated as English Language Learners (ELLs). The ELL students must demonstrate mastery of the Next Generation Sunshine State Standards; however, methods used to demonstrate mastery of the standards should be appropriate for ELL students. Additionally, English Language Learners are expected to meet all graduation and testing requirements as specified by the State of Florida. Students will receive credit toward graduation for each basic ESOL course completed.

ELL students having less than one (1) year of English language instruction should **NOT** be considered automatically exempt from the FCAT. Exemption will be determined by the ELL committee.

For the purposes of assessment, promotion, and retention of ELL students, the requirements set forth in 6A-1.09432 and 6A-6.09091 will be followed. The procedures used to implement the above rules are described in the District ELL Plan and shall also be followed. Retention of ELL students must be determined by a school ELL committee except in the case of mandatory retention for reading deficiencies in grade 3, although ESOL students may be exempted for good cause.

The required parental notification provision set forth in 1008.25, F.S., regarding mandatory parental notification of reading deficiencies must be provided in a language the parent understands unless clearly not feasible.

Exceptional Students Education

Any pre-kindergarten student who demonstrates significant learning weaknesses shall be referred to Child Find for consultation and/or evaluation in areas such as intelligence, speech, language, hearing, and vision, as well as physical, social, academic, and emotional stability. Kindergarten – grade 12 students who demonstrate significant learning weaknesses will be referred through the Instructional Team Support/Response to Intervention Process.

Additionally, any Kindergarten - grade12 student who demonstrates an extreme learning strength may be referred for an evaluation through the referral coordinator at their school of residence.

Exceptional students, disabled and gifted, are placed in appropriate programs by an eligibility committee utilizing a process of reviewing all pertinent data. The procedures for placement in Exceptional Student Education Programs are prescribed in the Policies and Procedures for the Provision of Specially Designed Instruction.

Acceleration may be considered for students who are staffed in Exceptional Student Education. The IEP/EP committee may recommend accelerated progress for a student if the student has met course requirements.

STATE ASSESSMENT TESTING

Regular Education Students

(See assessment and remediation charts on pages 62-80.)

Each student must participate in the statewide assessment tests required by 1008.22, F.S. The Florida Comprehensive Assessment Test (FCAT) is administered annually to students in grades 3 - 11.

FCAT subjects and grades tested:

Science	Reading	Mathematics	Writing
Grade levels	3, 4, 5, 6, 7, 8, 9, 10	3, 4, 5, 6, 7, 8, 10*	4, 8, 10, 5, 8, 11

*The Grade 10 Mathematics FCAT will be administered to tenth graders for the last time in the spring of 2011. First time ninth graders for 2010-2011 will take the end-of-course assessment in Algebra I or the equivalent course.

Following the administration of the FCAT, it is incumbent upon the District to remediate all students scoring below District and/or state levels of performance. Any student who has not met minimum levels of performance on state assessments must continue to receive remedial instruction until performance levels are met or until graduation from high school. 1008.22(3), F.S.

The progress of each student's achievement toward state and district levels of performance based on the Next Generation Sunshine State Standards approved by the State Board of Education in reading, writing, science, and mathematics and the results of statewide assessments must be reported annually in writing to parents and guardians in a format adopted by the School Board.

The School Board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year information on the

prior school year as follows: a) the provisions of the law relating to public school student progression and the School Board policies and procedures on student retention and promotion; b) by grade, the number and percentage of all students in grades 3 – 10 performing at Levels 1 and 2 on the reading portion of the FCAT; c) by grade, the number and percentage of all students retained in grades 3 – 10; d) the total number of students promoted for good cause, by each category; and e) any revisions to the School Board’s policy on retention and promotion from the prior year. 1008.25(8), F.S.

Remedial and compensatory courses taken in grades 9 - 12 may be counted for a maximum of nine (9) elective credits for high school graduation as provided for in the Florida K-20 Education Code. Progress Monitoring Plans (PMP) will be developed for each student with documented deficiencies in reading and mathematics. Each student who does not meet minimum performance expectations for the statewide assessment tests or end-of-year course exams in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or until the student graduates from high school or is not subject to compulsory school attendance. If the documented deficiency has not been remediated according to the Progress Monitoring Plan (PMP), the student may be retained.

Exceptional Students

Students with disabilities are expected to participate in the FCAT unless the following circumstances exist:

- The student has a significant cognitive disability;
-
- The student is unable to master the grade level general state content standards even with appropriate and allowable accommodations, assistive technology, and/or accessible instructional materials;
- The student is participating in a curriculum based on State Standard Access Points for all academic areas (where applicable); and
- The student requires extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

The Individuals with Disabilities Education Act and Florida laws require that students with disabilities be provided with the necessary accommodations when taking the FCAT. Students who qualify as students with disabilities under Section 504 of the Rehabilitation Act are also eligible for accommodations. The individual educational plan (IEP) team or the 504 plan team determines which accommodations a student needs if any. The accommodation must be documented in the student’s IEP or 504 Plan and used regularly in the classroom as the student prepares daily academic work. The Florida Department of Education, in Rule 6A-1.0943, Florida

Administrative Code, specifies the types of accommodations that are allowed on the FCAT.

The exceptional education student's IEP will indicate whether the student will participate in regular state and/or district assessment or an alternate assessment. Parents of students not participating in regular assessment will be provided information regarding the implication of such non-participation.

GRADE PLACEMENT AND TRANSFER OF CREDIT(S)

Before admitting a middle or an elementary grade child from either a home education program or a private school which is not regionally accredited, the principal shall require evidence of the student's prior attendance and grade level at such school or program. Home education students enrolling in a District school shall provide evidence through a home education annual evaluation in accordance with Florida K-20 Education Code that the student has completed the grade from which he/she was withdrawn. (If no annual evaluation is presented, the child shall be permitted to enroll at that grade level or be administered a standardized test to determine at which grade level the child is functioning.) If the test results indicate the child is functioning at a lower grade than the grade at which the child was enrolled when admitted, the principal shall notify the parent or legal guardian in writing that the child shall be placed in the appropriate grade/program as indicated by the school staff.

Home education students enrolling in an Escambia County School shall not advance to a grade level higher than the grade level attained by the majority of other students his/her age. The parent or legal guardian of the home education student shall submit an annual evaluation of the home education program each year in which the child is home schooled. Students may be promoted one (1) grade level each calendar school year. If a student has already been promoted during the calendar school year, then he/she cannot be promoted an additional grade level.

Students who have been recommended by a District school principal for retention based on FCAT scores, poor attendance, poor academic performance, and/or any other indicator and are then withdrawn to a home education program over the summer shall not advance to the next grade. Students who have been promoted but who may be behind their grade-level peers may not advance a grade through participation in home school over the summer. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. 1008.25(6)(a), F.S.

A school with a performance grade of "F" will minimize promotion of unprepared students to the next level by adhering to grade-level expectations. Students will also be given an opportunity to apply for magnet choice academy programs.

Grade placement or subject matter credit shall be accepted at face value from other schools as shown by report cards or transcribed records only under the following conditions:

High schools shall accept at face value the credits of students transferring from a Florida public school, from a public school in one of the other forty-nine (49) states, from a regionally accredited non-public school, from a non-public school which is recognized by SACS as meeting standards, from a Department of Defense school, or from a school accredited by a regional accrediting agency under the governance of the National Study of School Evaluation. The regional accrediting agencies under the governance of the National Study of School Evaluation are Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, Southern Association of Colleges and Schools, and Western Association of Colleges and Schools.

High schools shall accept credits of students transferring from schools that do not meet the above guidelines subject to the following conditions:

**PRIVATE SCHOOL (NOT REGIONALLY ACCREDITED)
AND HOME EDUCATION**

6A-1.09941 State Uniform Transfer of High School Credits

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

- (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation, if required, by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. Home education students must validate Algebra I credit by scoring proficient on the Florida Algebra 1 End-of-Course exam.
- (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period for the course(s) he/she is requesting credit. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

- (3) If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
- (a) portfolio evaluation by the superintendent or designee;
 - (b) written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - (c) demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - (d) demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - (e) demonstrated proficiencies on the FCAT; or
 - (f) written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (3)(e) of this rule if required.

Specific Authority 1003.25(3), F.S.
Law Implemented 1003.25(3), F.S.
History - New 8-28-2000. Formerly 6 -1.099,
Amended 9-22-2003.

School Board Implementation of 6A 1.09941

- (1) High school credits from private programs which are not regionally accredited or recognized as meeting standards by SACS shall be accepted subject to a validation process conducted by the Director of High School Education and the school principal. (See #3 and #4 in this section for validation process.)
- (2) A full Algebra 1 credit transferred from an accredited institution will be accepted as meeting the Florida graduation requirement. Transfer credit from programs not accredited, including home school, shall be validated through the Florida End-of-Course Exam.
- (3) Parent(s) shall provide the superintendent's home education designee with the portfolio and a request for high school credit form for each course they wish to have evaluated for credit. The portfolio shall consist of a log which is made concurrently with the instruction, a list which designates by title any reading material used, and samples of any writing, worksheets, workbooks, and creative materials used or developed by the student.
- (4) The School Choice/home education designee shall in consultation with the Director of High School Education and District portfolio evaluators review the Florida course description and determine that it matches a course listed in the *State Course Code Directory*. The portfolio shall be examined to verify

that proof of mastery of all state curriculum frameworks and Next Generation Sunshine State Standards of the listed course are included therein. If the portfolio meets all state and district guidelines, credit will be awarded.

- (5) The evaluation/validation team may recommend the student take the final exam for the course in which he/she is requesting credit if enough evidence is not present in the portfolio to recommend granting credit. The exam shall be administered to the student within ninety days of enrolling in the school. Upon passing the exam, credit for the course will be awarded.
- (6) To receive any type of diploma from a District school, home education students shall attend that school for a minimum of one semester, which includes the last semester prior to graduation. Upon enrollment in the District assigned school, the portfolio(s) shall be reviewed and evaluated for credit.
- (7) Credits earned in a State of Florida approved Adult General Education Program for purposes of acceleration or remediation shall be applied to requirements for graduation provided that
 - (a) any course taken in the co-enrolled program is one that is also offered in the regular 9 - 12 high school programs;
 - (b) the high school principal approves, in advance, courses for which credit is to be transferred;
 - (c) no more than four (4) credits earned in a co-enrolled program are granted toward the awarding of a standard high school diploma;
 - (d) co-enrolled students must pass 100% of the course competencies at the 75% mastery level; and
 - (e) the student is at least sixteen (16) years of age. In cases of hardship, or exceptional circumstances, the principal, in agreement with the Director of Workforce Education, may waive the age requirement. The age requirement is also waived for driver's education.
- (8) Credit may be granted through correspondence provided that
 - (a) the course is approved in advance by the principal and is administered by a State of Florida accredited school;
 - (b) a maximum of one (1) credit earned by this method each year (maximum of 4) in grades 9 - 12 is used to meet graduation requirements; and
 - (c) the student is meeting full-time high school attendance requirements;

- (9) A student in a grade below nine (9) who is enrolled at a local high school in a course listed in the 9 - 12 section of the Course Code Directory may receive graduation credit or Florida Academic Scholars Award requirement upon successful completion of the course. That student shall be classified as a ninth grader for that portion of the school day for which the student is enrolled in the 9 - 12 course. The School District of Escambia County limits this opportunity to mathematics courses taken on the high school campus as a result of mathematics progression which cannot be met on the middle school campus.
- (10) Credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned. Graduation requirements shall not be retroactive for students transferring into the state provided the student has met all requirements of the state from which he/she is transferring.
- (11) The procedures for placement of exceptional students transferring into the District are prescribed in the Special Programs and Procedures for Exceptional Students and the student's IEP.
- (12) Any student who was previously enrolled in a regular school program and has not attended that program or any other regular program full-time for at least one school term and who seeks admission to a regular District school program may be re-entered or be admitted to an alternative District school program upon the approval of the Director of High School Education after consideration of a recommendation from the principals of the District schools involved.
- (13) Credits earned through Florida Virtual School (FLVS) shall be accepted at face value. The number of credits that can be earned through FLVS is not limited.
- (14) Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Students must earn a 2.0 GPA and pass the Grade 10 FCAT or an alternative assessment as specified in 1008.22(9), F.S., to receive a standard diploma.
- (15) The allocation of remedial and supplemental instruction resources for students shall occur in the following priority:
 - (a) students who are deficient in reading by the end of grade 3
 - (b) students who fail to meet performance levels required for promotion

consistent with the District School Board's plan for student progression.

- (16) Each student who does not meet state or District levels of performance for student progression in reading, writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

SUMMER SCHOOL

Students in grades Pre-K - 12 who are eligible may be given the option of attending school beyond the 180-day school year (if offered by the school district) in accordance with the requirements of Florida K-20 Education Code and State Board of Education Rule and as approved by the school board. Transportation will be provided by the District for elementary school students, for special education students if required by IEP, and for any other district mandated summer program. No transportation will be provided for the community school program; however, high school students may be provided academic opportunities in the summer through that program. Exceptional students' IEPs determine participation in summer and/or extended school year.

REPORT CARD AND GRADING SYSTEM

Report cards are issued for all elementary, middle, and high school students four (4) times per year at the conclusion of each grading period. These report cards clearly depict the student's grades and academic performance in each class or course in grades K - 12 based upon examinations as well as written papers, class participation, and other academic performance criteria. In addition, these report cards clearly depict the student's conduct and behavior and the student's attendance, including absences and tardiness. (Tardies are not listed on the high school report card.) Final report cards for the school year contain a statement of end-of-the-year status of performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, promotion or no promotion. (High school report cards do not indicate promotion.) 1003.33 F.S. Parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements.

The grading system and interpretation of letter grades used with all students in grades 6-12 shall be as follows:

- (1) Grade "A" equals 90% through 100%, has a grade-point average value of four (4), and is defined as "outstanding progress."
- (2) Grade "B" equals 80% through 89%, has a grade-point average value of three (3), and is defined as "above average progress."
- (3) Grade "C" equals 70% through 79%, has a grade-point average value of two (2), and is defined as "average progress."
- (4) Grade "D" equals 60% through 69%, has a grade-point average value of one (1), and is defined as "lowest acceptable progress."
- (5) Grade "F" equals 0% through 59%, has a grade-point average value of zero (0), and is defined as "failure."
- (6) Grade "I" equals 0%, has a grade-point average value of zero, and is defined as "incomplete."
- (7) Other symbols may be used at Brown Barge Middle School, (Ex. 1, 2, 3, 4)
- (8) Grade "P" equals pass
- (9) The grading system and interpretation of letter grades used with all students in grades 1-5 shall be as follows:

A+	100 – 99
A	98 – 92
A-	91 – 90
B+	89 – 88
B	87 – 82
B-	81 – 80
C+	79 – 78
C	77 – 72
C-	71 – 70
D+	69 – 68
D	67 – 62
D-	61 – 60
F	59 – 0

E – Excellent
S – Satisfactory
U – Unsatisfactory
N – Needs More Time and Help
I – Incomplete

Effort symbols used in elementary schools include the following:

- 5 = Excellent Effort/Participation
- 4 = Good Effort/Participation
- 3 = Moderate Effort/Participation
- 2 = Poor or Inconsistent Effort/Participation
- 1 = Little or No Effort/Participation

- (10) The following symbols are used for K-5 students who are in physical education, visual art, music, dance, and/or theatre classes.

- S - Satisfactory
- N - Needs more time and help
- U - Unsatisfactory

- (11) **Elementary Students Performing Below Grade Level**
For a student in either reading, integrated language arts, or mathematics whose instructional level is one (1) grade level lower than the student's assigned grade, the system will print on the report card a statement indicating the student is below grade level. For a student whose instructional level is two (2) or more grade levels below the student's assigned grade, the system will print on the report card a statement indicating the student is significantly below grade level.

- (12) The following symbols will be used at Escambia Westgate:

- S - Satisfactory Progress
- N - Needs Improvement
- U - Unsatisfactory Progress

- (13) **ESE REPORT CARD**
For kindergarten ESE students with disabilities, progress will be reported on a report card which mirrors the general education document with the exception of phonics in the reading curriculum (SRA Reading Mastery Signature Series). Progress for ESE students with disabilities grades 1-5 will be reported on the regular elementary report card.

Student Mastery of Technology Standards

The School District of Escambia County recognizes that student technology competencies represent essential and attainable prerequisites for lifelong learning and a productive citizenry. Additionally, federal mandate charges states and school districts with specific responsibilities related to improvement of student academic achievement through the use of technology. This mandate is codified under Purposes and Goals, Section 2402, Part D, of the Enhancing Education Through Technology Act of 2001. This act states that districts and states must "...assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability..."

Language addressing the federal and state guidelines regarding achievement of the goals contained in the reauthorized NCLB: Enhancing Education Through Technology legislation will be inserted into this document when technical guidance is made available to the District. By virtue of and in consideration of internal recognition of the importance of student technology competencies, the District has implemented a comprehensive approach to provision of equitable student access to competent technology instruction and to opportunities for students to demonstrate mastery of District established technology standards.

This portion of the Student Progression Plan is one component of the District's comprehensive response to the requirements of the Enhancing Education Through Technology Act of 2001 and to the internally driven commitments referenced above. To that end (and until mastery of District Student Technology Standards is a prerequisite for grade-level promotion), all schools will provide students with the opportunities necessary to master grade-level technology competencies as defined in the District Student Technology Standards and measured by the District Student Technology Standards Rubric. The District Student Technology Standards are aligned with the standards sanctioned by the Florida DOE, which are derived from the research conducted by International The Society for Technology in Education (ISTE). ISTE has defined National Education Technology Standards (NETS) for students, teachers, and administrators. The NETS student standards are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition, they reflect information collected from the professional literature and local, state, and national documents.

The ISTE NETS for students are divided into six broad categories: 1) basic operations and concepts; 2) social, ethical, and human issues; 3) technology productivity tools; 4) technology communications tools; 5) technology research tools;

and 6) technology problem-solving and decision-making tools. ISTE has also provided a set of profiles describing technology literacy at key points in a student's K - 12 education for each of the six (6) categories. The profiles include performance indicators describing the technology competencies students should exhibit upon completion of the following grade ranges: K - 2, 3-5, 6-8, and 9-12. The District Student Technology Standards are derived from the ISTE grade range performance indicators. The items contained in the Student Technology Standards rubric are based on these student standards and indicators.

District students develop the ISTE competencies through participation in technically integrated instructional activities that support acquisition of academic standards through application of technology as a learning tool and through direct instruction in technology and career skills. The sequence and delivery modalities of these integrated activities and technology skills lessons will be continuously refined through the District curriculum mapping process.

The District Technology Advisory Committee membership collaboratively defines the District's Student Technology Standards and Rubric documents. Committee membership includes germane senior-staff, director, department, school-based and professional organization personnel. A file copy of these documents is maintained by the Information Technology Department

**(Elementary Schools) K-5
STUDENT PROGRESSION**

Overview

The Student Progression Plan is designed to conform to the mission and goals of the School District of Escambia County. The plan recognizes the unique characteristics and needs of students; therefore, schools are encouraged to explore innovative methods of offering courses and presenting instruction to help all students learn at high levels of achievement. It is the ultimate goal of the Legislature that every student read at or above grade level.

**ASSESSMENT/REMEDICATION/STUDENT
PROGRESSION/RETENTION/PARENT NOTIFICATION**

Assessment/Remediation

Students shall be assessed at each grade level to determine mathematics, reading, science, and writing levels of performance. Each elementary school shall regularly assess the reading and mathematics ability of each K-5 student. Students who are

in need of remediation in reading and mathematics to meet the Next Generation Sunshine State Standards levels of performance will have a Progress Monitoring Plan (PMP) developed in consultation with the parent(s) or guardian(s) and shall immediately be provided more prescriptive and intensive educational services which may include the administration of a diagnostic assessment above the Florida Assessments for Instruction in Reading (FAIR) if intensive intervention is not proven to be effective in the area of reading. Diagnostic assessments will drive the interventions in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. (See PMP Guidelines) Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include but are not limited to modified curriculum, curriculum suspension, after-school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer reading camp, if offered. Students demonstrating deficiencies at any grade level will receive a PMP that identifies the student's specific area of deficiency and the desired levels of performance in these areas. A student's reading proficiency will be reassessed by administering assessments and through teacher observation. Progress monitoring will be done through FAIR. If an additional diagnostic is needed, both ERDA and DAR may be administered. If the reading deficiency is not remediated, intensive instruction will continue until the student shows proficiency. Intensive instruction may include, but is not limited to, repeated exposures, smaller chunks of text or context, frequent monitoring, guided and independent practice, or skill development and practice integrated into all activities.

Successful Progression for Retained Third Grade Readers

Retained third grade students must be provided with intensive interventions in reading to ameliorate specific reading deficiencies, as identified by a valid and reliable diagnostic assessment. Intensive intervention must include effective instructional strategies, appropriate teaching methodologies necessary to assist these students in becoming successful readers who are able to read at or above grade level and who are ready for promotion to the next grade, and participation in the school district's summer reading camp. When approved by the School Board, the Summer Reading Camp Plan is posted on the District's web site accessible for teachers and parents. Additionally, pertinent sections of the Summer Reading Camp Plan are included in the local newspaper. With the exception of summer reading camp, intensive intervention strategies are implemented during regular school hours.

Each school must conduct a review of the PMP for each third grade student who did not score above Level 1 on the reading portion of the FCAT and who did not meet the criteria for a Good Cause Exemption for promotion. The review will address additional support and services needed to remediate the identified areas of reading deficiency.

A state-approved portfolio will be completed for each third grade student. The portfolio must contain evidence of mastery of the Next Generation Sunshine State Standards benchmarks, other information informing parents, and the results of diagnostics and progress monitoring. Every retained third grade student must have a portfolio. If a portfolio already exists for a student, it can be continued.

Each third grade student retained as a result of a reading deficiency as evidenced by scoring at Level 1 on the reading portion of the Grade 3 FCAT shall be provided with intensive instructional services and support to remediate the identified areas of reading deficiency. An intensive instruction class will be used to assist in increasing a student's reading level at least two (2) levels in one (1) year. The intensive services will serve third grade students who score Level 1 on the reading portion of the Grade 3 FCAT and who were retained the previous year as a result of their Level 1 score. The acceleration class includes opportunities to master fourth grade Next Generation Sunshine State Standards in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year. Intensive language and vocabulary instruction using a scientifically research-based program (SRA Imagine it!) will occur. A speech/language therapist may be used to assist in language and vocabulary instruction. Weekly progress monitoring will occur in this setting. The progress of students in the class will be reported to the DOE at the end of the first semester. These services will include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district. Instructional activities will be research based and drawn from the K-5 Center Activity provided by the Florida Center for Reading Research (FCRR). These strategies may include the following:

- immediate intensive intervention (small groups of 3-5 students served in addition to the ninety (90) minute reading block)
- small group instruction
- reduced teacher-pupil ratios
- more frequent progress monitoring
- tutoring and mentoring
- transition/acceleration classes*
- mid-year promotion plan and procedures**
- extended school day, week, or year
- summer reading camp (See District Summer Reading Camp Plan)
- altered instructional day
- high performing teacher as determined by student performance data and above-satisfactory performance appraisals
- parent workshop, offered by the District reading department and schools

A student who has been retained two (2) or more years will be offered an appropriate alternative placement determined by the school district. 1008.25 (2)(C), F.S. These students must have a minimum of one hundred twenty (120) minutes per day of core work intervention and an additional sixty (60) minutes of

intervention. Thirty (30) to sixty (60) minutes per week must be in the language lesson or computer lab. Teachers for these students will provide on-going progress monitoring.

The School District of Escambia County shall provide a student who has been retained in grade 3 and who has received intensive instructional services but who is still not ready for grade promotion, as determined by the school district, the option of placement in a transitional instructional setting. In this setting, the teacher-pupil ratio will be fewer than 1:18. The core program used will be SRA Imagine It!. Imagine It! Intervention is used for students who are behind fewer than 1 ½ years. Students reading two (2) or more years below grade level will receive instruction in SRA Reading Mastery Signature Comprehensive Intervention Reading Program (CIRP). Such settings shall be specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

**A mid-year promotion plan is in-place for retained grade 3 students who can demonstrate that they are successful and independent readers, who are reading at or above grade level, and who are ready to be promoted to grade 4. Subsequent assessments, alternative assessments, and portfolio may be used to reevaluate any student who is retained.

Students promoted during the school year after December 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FCAT. (See Mid-Year Promotion Plan) The Stanford 10 will be the assessment used after December 1 to determine promotion.

Retention

Student progression from one grade to another is partially based on proficiency in reading, writing, science, mathematics, and language arts.

Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe and evaluate each student's performance. Each school shall organize remedial and individual instructional procedures for those students who do not meet appropriate levels of performance as stipulated in the District Assessment and Remediation Plan. (See Assessment and Remediation – Elementary Chart)

A Reading Enhancement and Acceleration Development (READ) Initiative is in place to prevent retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative is provided to all K-3 students at risk of retention as identified by the statewide assessment system. **The assessments used to meet psychometric standards measure all five areas of reading. READ and intensive acceleration are provided during regular school hours.** The reading

programs used for the READ Initiative and intensive acceleration are scientifically research-based.

The reading curriculum (SRA Reading Mastery Signature) used for the READ Initiative has been reviewed by the Florida Center for Reading Research and meets the following specifications:

- assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level;
- provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- provides scientifically based and reliable assessment (benchmark and unit tests);
- provides initial and ongoing analysis of each student's reading progress (weekly assessments and fluency checks);
- is implemented during regular school hours;
- provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels of the appropriate grade in all academic subjects.

Instructional Options:

- Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school. The supplemental tutoring may begin during the 90 minute block but must extend outside of the reading block. The student cannot be pulled out of the ninety (90) minute block.
- "Read at Home" plan outlined in a parental contract, including participation in a family reading workshop and regular parent-guided home reading. At least two (2) district-wide parent reading workshops are offered each school year. Parents attending receive activities, a children's book, and other materials to use at home to assist their children in reading.
- A mentor or tutor with specialized reading training. The tutor working with retained students will receive instruction in working with students and the program used to remediate students' reading deficiencies. Each tutor/mentor will also be given a down-loaded copy of "The Source – A Curriculum Guide for Reading Mentors" from the Just Read, Florida! Website.

Any student who is absent thirty (30) or more days during a school year and does not pass all core courses and/or does not meet acceptable levels of performance in reading, writing, mathematics, and science will be retained, subject to administrative review.

If a student is retained because he/she has not had his/her deficiency remedied, a staff committee appointed by the principal will review the student's record and develop/revise a PMP. School personnel will use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. 1008.25(6), F.S

Retention decisions must be based on more than one test score.

Any third grade remediated student who does not score at Level 2 or higher on the FCAT in reading **MUST** be retained and placed in a program that is different from the previous year's program and takes into account the student's learning style.

When a student transfers after the administration of the FCAT in grade 3, the school will assess the student's reading proficiency at the end of the year to determine if the student needs to repeat grade 3.

Consistent with the requirements of the State Board of Education rule, the determination for retention/promotion/acceleration of exceptional students will be based upon goals and objectives as outlined in each student's educational plan (IEP/EP) and established standards. Other data may be considered.

A student may be exempt from mandatory retention in grade 3 based on one (1) of six (6) Good Cause Exemptions 1008.25(6)(b) 1-6, F.S.

Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students with fewer than two years of ESOL instruction;
- Students with disabilities whose IEP indicates participation in FCAT is not appropriate;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- Students who demonstrate through student portfolios that they are reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT;
- Students with disabilities who participate in the FCAT and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in K-3; or
- Students who have received the intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of two (2) years. (Intensive reading

instruction for students so promoted must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies for each student.)

Requests for good cause exemptions from the mandatory retention requirement in third grade must include documentation submitted from the teacher to the school principal that indicates the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall consist only of the existing PMP, IEP (if applicable), report card, or student portfolio. The principal must review and discuss the documentation with the teacher to make the determination in writing to the district school superintendent. The district school superintendent shall accept or reject in writing the school principal's recommendation.

Parent Notification

School personnel shall strive to achieve parent understanding and cooperation regarding a student's grade placement.

Parents will be notified as soon as it is apparent that the student may be retained or that the student is doing unsatisfactory work in any course or grade. Principals shall establish the procedures for notification.

The district will provide written notification to the parent of any student who is retained in grade 3 as a result of a reading deficiency as evidenced by scoring Level 1 on the reading portion of the FCAT. The letter will state that the child has not met the proficiency level required for promotion and the reasons the child is not eligible for a Good Cause Exemption. The notification will include a description of proposed interventions and support that will be provided to remediate the child in reading deficient areas. (See Third Grade Parent Letter)

General Notation

Regular attendance is essential for student success in school. Parents are responsible for ensuring that students attend school each day. Schools are required to notify parents of excessive absences. 1003.24, 1003.26, F.S.

Resource Allocation

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

- students who are deficient in reading by the end of grade three
- students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression

Next Generation Sunshine State Standards

The Florida Curriculum Frameworks in language arts, mathematics, science, social studies, the arts, health education, physical education, and foreign languages are incorporated into the elementary curriculum objectives and are reflected in the Escambia County Curriculum developed by the Curriculum and Instruction Department with input from Escambia County teachers.

Middle Schools Grades 6-8 STUDENT PROGRESSION

Overview

The Student Progression Plan is designed to conform to the mission and goals of the School District of Escambia County and the Florida Department of Education. The plan recognizes the unique characteristics and needs of students; therefore, schools are encouraged to explore innovative methods of offering courses and presenting instruction to help all students achieve at high levels. It is the goal of the Florida Legislature that every student read at or above grade level.

Next Generation Sunshine State Standards

Public education in Florida is based upon the Next Generation Sunshine State Standards. 1003.41, F.S. These standards have been adopted by the State Board of Education and delineate the academic achievement of students for which the State will hold schools accountable in the subjects (Curriculum Frameworks) of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. These standards are incorporated into the middle school curriculum objectives and are reflected in the Escambia County curriculum developed by the Curriculum and Instruction Department with input from Escambia County teachers.

Middle School Promotion General Requirements

The 2006 Legislature passed House Bill 7087 (A++) which, in part, revised Florida Statutes related to middle grades promotion requirements. 1003.4156, F.S. Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6 - 8 requires that the student must successfully complete Level two (2) or higher academic courses as follows:

- (1) three (3) middle school or higher courses in English, emphasizing literature, composition, and technical text

- (2) three (3) middle school or higher courses in mathematics. Each middle school must offer at least one (1) high school level mathematics course for which students may earn high school credit. Middle school students will earn one (1) full high school credit for the successful completion of Algebra 1 that will count towards the four mathematics credits required for high school graduation. The Algebra 1 End-of-Course Exam (EOC) will count for thirty percent (30%) of the course grade.

A student who successfully completes a year of Algebra I will be awarded one (1) credit. This credit will count toward grade promotion and graduation.

- (3) three (3) middle school or higher courses in social studies, one (1) semester of which must include the study of state/federal government and civics education
- (4) three (3) middle school or higher courses in science. Middle schools may offer Integrated Science I for which students may earn high school credit. Middle school students will earn one (1) full high school credit for the successful completion of Integrated Science I that will count towards the credits required for high school graduation.

A middle school student who takes one (1) or more science courses for high school credit during the middle grades will still be required to take a minimum of two (2) additional science credits while in high school. The required high school course sequence must be followed. Additional science coursework may be required based on a student's performance on the Science FCAT test taken in grade 11.

- (5) one (1) semester course in career and education planning to be completed in seventh or eighth grade. This course must include career exploration using CHOICES for 21st Century or comparable program; must include educational planning using FACTS.org; and must result in completion of a personalized academic and career plan signed by the student, guidance counselor, and parent.

Students in grades 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to these same promotion requirements.

High School Courses: Safeguards

A student who is not performing at proficiency levels in a high school core academic course may be moved back to the equivalent eighth grade course during the first nine (9) weeks. The decision should be made with the teacher, parent, student, and school administration. If the student remains in the high school core academic course beyond the first nine (9) week grading period, the student must complete the

first semester. If the student is moved to the equivalent eighth grade course at the end of the first semester, his/her third and fourth nine (9) weeks grades will be averaged together to calculate the final grade. After the second semester begins, the student may not have his/her course of record changed. Students who have completed their middle school course requirements and are taking freshman level courses as part of their normal progression may not be moved to equivalent middle school courses.

High School Courses: Grade Forgiveness

Middle school students taking high school courses on the middle school campus who receive a grade of “C”, “D”, or “F” will be allowed the replacement of the grade with a “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average.

High School Courses: Awarding Credits

A student who misses more than five (5) days during a semester must demonstrate mastery in one of the following methods to be eligible to earn credit:

- 1) earn a passing grade on the semester exam that when averaged with the two (2) grading periods is sixty percent (60%) or higher for the course; or
- 2) earn a course average of seventy percent (70%) or higher.

For courses that require a state end-of-course exam, a student who misses more than ten (10) days of school for the entire year must demonstrate mastery in one of the following methods to be eligible to earn credit:

- 1) earn a passing score on the end-of-course exam that when averaged with the two semesters is sixty percent (60%) or higher for the course; or
- 2) earn a course average of seventy percent (70%) or higher.

A student who has not been in attendance for the required number of days and does not demonstrate mastery by one of the two methods listed above will have a maximum of a fifty-nine (59) recorded in academic history for that course.
1003.428 (4), 1003.436, F.S.

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about course curriculum and activities.

Middle School Options Accelerated Course Progression

Students indicating a desire to take courses with Florida Virtual School (FLVS) during the summer or during and/or after the normal scope of a school day must be allowed access to FLVS courses. Access means the student must be allowed to take a FLVS course as part of the student's full day curriculum (during the school day), in addition to the normal school day and summer term. For a student choosing to take a FLVS course as part of his or her full day of instruction, the school should make every effort to provide a place for the student to access FLVS content at the school site or allow the student to access the FLVS course at another location. 1001.42(23), F.S.

Middle school students who wish to accelerate their course progression may consider options such as course completion through FLVS. Students have access to both middle and high school courses. However, middle school students who want to take high school courses must check with their guidance counselor. The school counselor will determine if the course is academically appropriate for the student based upon course prerequisites and the student's academic history and age. Middle school students may earn credit in high school level science, foreign language, career and technical, and mathematics (with the exception of Algebra 1A and 1B) courses only.

Middle School Electives

The equivalent of one (1) class period per day of physical education for one (1) semester of each year is required for students enrolled in grades 6 - 8. 1003.455 F.S. This requirement shall be waived for a student who meets one (1) of the following criteria:

- (1) the student is enrolled or required to enroll in a remedial course.
- (2) the student's parent indicates in writing to the school that:
 - (a) the student enroll in another course from among those courses offered as options by the school district; or
 - (b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

All students will be provided instruction in computer literacy and will have opportunities to develop critical thinking skills and other related skills in required

courses. Opportunities shall be available to provide experiences for student development through exposure to regularly scheduled courses selected from art, music, foreign language, exploratory career, and health. In addition, the middle school curriculum shall include instruction in human sexuality and pregnancy prevention through the course titled personal development. Any student whose parent or guardian makes a written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. 1003.42(3), F.S.

Assessment and Progress Monitoring

Each student must participate in statewide assessment tests at grades 6 – 8 to determine levels of performance in reading, mathematics, science, and writing. 1008.22, F.S. Each student who does not meet District specified levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or mathematics, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and the areas of academic need. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the student's Progress Monitoring Plan (PMP). 1008.25 (4)(a) F.S. (See Escambia County Assessment and Remediation Chart on pages 62-80).

The school in which the student is enrolled, in consultation with the student's parent, must develop and implement a PMP. Parent(s)/guardian(s) will be notified of a PMP meeting via one (1) or more of the following: telephone message system, personal letter, personal telephone call, note sent home with the student, and/or message delivered by the school social worker. The meeting to develop the student's PMP will include conversation regarding the student's test scores, behavior, attitude, learning style, ability, health needs, challenges, and aspirations. Collaboration among the group will set goals for the student to improve and succeed in school. If the parent/guardian does not attend the meeting, the PMP will be written, and a copy will be mailed to the parent/guardian. A follow-up call will be made, and the school will continue to try to get the parent(s)/guardian(s) involved in the process.

The student's teacher(s) will be responsible for managing the PMP, and the PMP will be reviewed a minimum of three (3) times per school year. Educational services may include but are not limited to Voyager Reading Journeys, Success Maker, Voyager Mathematics, Accelerated Mathematics, and CIM benchmark tests. Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include but are not limited to modified curriculum, curriculum suspension (elective courses only), reading instruction, after-school instruction, tutoring, mentoring, class size reduction, course recovery, and extended school year (eligible ESE disability students only). An ESE student's Individual Education Plan (IEP) shall serve as the student's PMP.

Additional Course Requirements and Remediation

All middle school students are required to take a reading course as prescribed in the 2010-2011 K-12 Reading Plan. All middle school students scoring Level 1 on FCAT in reading are required to take a full year double blocked reading class.

Sixth grade students scoring Level 2 up to 277 will take a full year double blocked reading class. Sixth grade students scoring Level 2/3 (scores 278-305) and Level 3 (scores 306-330) will take a full year single class of reading. If the FCAT Success Probability (FSP) score is eighty-fifth (85) percentile or higher, a single class of reading is sufficient with a teacher trained in teaching reading in the content area or a Reading 2 class.

If the FSP score is below the eighty-fifth (85th) percentile, the Maze will be used to determine placement. If the Maze score is below the thirtieth (30) percentile, a full year double blocked reading class taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the thirty-first and fiftieth (31–50) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the fifty-first and sixty-fifth (51–65) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher or a teacher trained in teaching reading in the content area is required.

Sixth grade students scoring Level 4 and 5 are required to take one (1) semester of advanced reading or receive reading instruction with a teacher trained in teaching reading in the content area.

Seventh grade students scoring Level 2 up to 287 will take a full year double blocked reading class. Seventh grade students scoring Level 2/3 (scores 288-310) and Level 3 (scores 311-338) will take a full year single class of reading. If the FCAT Success Probability (FSP) score is eighty-fifth (85) percentile or higher, a single class of reading is sufficient with a teacher trained in teaching reading in the content area or a Reading 2 class.

If FSP score is below the eighty-fifth (85) percentile, the Maze will be used to determine placement. If the Maze score is below the thirtieth (30) percentile, a full year double blocked reading class taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the thirty-first and fiftieth (31-50) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the fifty–first and sixty-fifth (51-65) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher or a teacher trained in teaching reading in the content area is required.

Seventh grade students scoring Level 4 and 5 are required to take one (1) semester of advanced reading or receive reading instruction with a teacher trained in teaching reading in the content area.

Eighth grade students scoring Level 2 up to 288 will take a full year double blocked reading class. Eighth grade students scoring Level 2/3 (scores 289-315) and Level 3 (scores 316-343) will take a full year single class of reading. If the FCAT Success Probability (FSP) score is eighty-fifth (85) percentile or higher, a single class of reading is sufficient with a teacher trained in teaching reading in the content area or a Reading 2 class.

If the FSP is below the eighty-fifth (85) percentile, the Maze will be used to determine placement. If the Maze score is below the thirtieth (30) percentile, a full year double blocked reading class taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the thirty-first and fiftieth (31-50) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher is required. If the Maze score is between the fifty-first and sixty-fifth (51-65) percentile, a full year single class of intensive reading taught by a reading certified or reading endorsed teacher or a teacher trained in teaching reading in the content area is required.

Eighth grade students scoring Level 4 and 5 are required to take one (1) semester of advanced reading or receive reading instruction with a CAR-PD Content Area Reading teacher.

Student Progression and Reporting Requirements

A student's progression from one (1) grade level to another is determined by criteria that reflect the student's proficiency in the Next Generation Sunshine State Standards and established, specific levels of proficiency in reading, writing, science, and mathematics. 1008.25(1)F.S. Report cards are issued for all middle school students four (4) times a year three (3) times a year at Brown-Barge Middle School) at the conclusion of each grading period. These report cards clearly depict the student's grades and academic performance in each course in grades 6 – 8 based upon examinations as well as written papers, class participation, and other academic performance criteria. A collaborative decision will be made by the principal, teachers, and parent(s)/guardian(s) concerning grade placement. Annual grade placement shall be contingent upon successful completion of course performance standards. If a student is retained, a staff committee appointed by the principal will review the student's record and develop/revise the PMP.

A student is expected to successfully complete a language arts, mathematics, social studies and science year-long course in each grade level, and a semester course in

career and education planning to be completed in seventh or eighth grade, in order to stay on their progression to complete middle school in three (3) years.

Throughout the school year, appropriate procedures shall be followed by the classroom teacher to observe, evaluate, and record each student's performance. The students and their parents shall be informed every nine (9) weeks of the student's academic progress using the District report card. Each school shall organize remedial and individual instructional procedures for those students who do not meet appropriate levels of performance, as stipulated in the District Assessment and Remediation Chart.

The intensive program for retained students must be different from the previous year's program and must include the student's learning style. In addition, schools must use all available resources to achieve parental understanding and cooperation regarding the student's grade placement.

Middle School Promotion

1. Students who entered middle school prior to the 2006-2007 school year who successfully complete a minimum of four (4) out of five (5) core courses each year are promoted to the next grade. The core courses are language arts, mathematics, social studies, reading, and science. Students do not retake courses in which a passing grade of sixty (60) or above is earned.
2. Students who entered middle school prior to the 2006-2007 school year who fail two (2) or more core courses and do not successfully make up all but one (1) of the failed core courses over the summer through Florida Virtual School or another district approved course recovery program shall be retained. The core courses are language arts, mathematics, social studies, reading, and science. Students do not retake courses in which a passing grade of sixty (60) or above is earned.
3. Eighth grade students must complete an Electronic Personal Education Plan (ePEP) in order to be promoted to ninth grade.
4. Students who entered grade 6 for the first time in 2006-2007 and thereafter who fail one (1) or two (2) required core courses are promoted to the next grade. Students must recover all failed core courses prior to exiting middle school and entering ninth grade. The core courses are language arts, mathematics, social studies, and science. Students do not retake any courses in which a passing grade of sixty (60) or above is earned.

5. Students who entered grade 6 for the first time in 2006-2007 and thereafter who fail three (3) or more required core courses, are retained in the current grade. Students must recover all failed core courses prior to exiting middle school and entering ninth grade. The core courses are language arts, mathematics, social studies, and science. Students do not retake any courses in which a passing grade of sixty (60) or above is earned.

Students and parents shall be notified of options available for course recovery. Options include District course recovery programs as well as successful completion of courses through Florida Virtual School.

Exceptional Student Education

A student with a disability who has been retained two (2) or more years may be offered other placement options.

Acceleration may be considered for students who are staffed in Exceptional Student Education. The IEP/EP committee may recommend accelerated progress for a student if the student has met course requirements.

Allocation of Resources

Supplemental instruction resources will be provided for students who fail to meet performance levels required for promotion that are consistent with the District School Board's plan for student progression. 1008.25(3)(b), F.S. Retention decisions must be based on more than one (1) test score. The FCAT cannot be the sole determiner of promotion. Additional evaluations and assessment are available to assist in determining when a student is ready for promotion. 1008.25 (2)(b), F.S.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. 1008.25(6)(a)F.S.

A student who has been retained two (2) or more years will be offered an appropriate alternative placement. The nature of the alternative placement is determined by the school district. 1008.25(2)(c), F.S.

Career and Technical Education

Students enroll in career exploration courses in grades 6 - 8. These semester courses include specific career-education program areas and may be structured on a nine (9) or twelve (12) week basis. Orientation and exploration courses are designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist students in making informed decisions regarding their future academic and occupational goals. Students in

grades 7 - 8 who are enrolled for more than four (4) semesters in exploratory career education shall not be counted as full-time equivalent students for this instruction.

**(Sr High Schools) Grades 9-12
STUDENT PROGRESSION**

Overview

The Student Progression Plan is designed to conform to the mission and aims of The School District of Escambia County. The plan recognizes the unique characteristics and needs of students; therefore, schools are encouraged to explore innovative methods of offering courses and presenting instruction to help all students to learn at their highest levels of achievement.

General Requirements for High School Graduation

Florida public education is based upon the Next Generation Sunshine State Standards, 1003.41, F.S., that have been adopted by the State Board of Education. Standards for graduation from high schools shall be based upon the requirements of the K-20 Education Code that include as a minimum:

- (1) achievement of acceptable levels of performance in reading, writing, and mathematics as measured by the Florida Comprehensive Assessment Test (FCAT) or state required end-of-course exams. Students may use concordant scores on the ACT or SAT to satisfy the FCAT requirement in reading. Students who entered grade 9 prior to the 2010-2011 school year may use the concordant scores on the ACT and SAT in mathematics.

	Concordant Scores	
	Reading	Mathematics
FCAT	300 (1926)	300 (1889)
SAT	410	370
ACT	18	15

- (2) completion of the prescribed number of academic credits which reflect a minimum grade point average of 2.0 for Diploma Option 1 and a 3.5 grade point average for Diploma Options 2 and 3.

- (3) completion of a basic or developmental reading course at grade 9 and/or 10 for the student who does not perform at criteria level on the FCAT. (Diploma Option 1)

Note: In order to participate in a graduation ceremony, a student must have completed all requirements for a diploma or a certificate of completion.

In addition to the above requirements, Florida K-20 Education Code requires that student performance standards (Next Generation Sunshine State Standards) must be incorporated into the Student Progression Plan for students in grades 9 - 12 in order for the District to receive funding through the Florida Education Finance Program. These standards adopted by the School Board are listed in an adjunct document located in the various high schools and the District office.

Graduation Options

Students may select one of three graduation options 1003.429 (1), F.S.:

- the traditional program
- a three-year eighteen (18) credit college preparatory program
- a three-year eighteen (18) credit career preparatory program

All three graduation programs include rigorous academic courses designed to prepare students for the future. All students must earn a specific grade point average and pass the FCAT to earn a standard diploma. Students who earn a regular high school diploma must complete a minimum of twenty-six (26) academic credits to graduate from high school.

Students who attended West Florida High School of Advanced Technology prior to the 2008-2009 school year must complete a minimum of twenty-eight (28) academic credits to graduate from high school.

Diploma Option 1

Of the twenty-six (26) credits, the following **16.5** credits are required of each student:

English

4.0 credits

Writing I and/or II do not meet graduation requirements for English credit.

Mathematics

4.0 credits*

*Beginning with students who entered grade 9 in the 2010-2011 school year, both Algebra 1 or a course higher than Algebra 1 and geometry are required for graduation. Students who entered grade 9 prior to the 2007-2008 school year are required to earn three (3) credits in mathematics, one of which must be Algebra 1, its equivalent, or courses higher than Algebra 1.

NOTE: Students may earn mathematics credit in both informal geometry and geometry if the courses are taken in normal progression (informal geometry, geometry). For the 2010-2011 cohort, informal geometry, will not meet the mathematics requirements for graduation.

Science

3.0 credits

Integrated Science and Biology 1 (general, honors, or gifted) are required. Agriscience Foundations 1 may be used to fulfill the third science credit unless the student has not demonstrated proficiency in science. A prescriptive science will be required for that student.

Social Studies

3.0 credits

World History	1.0 credit
American History	1.0 credit
American Government	.5 credit
Economics	.5 credit

Physical Education

1.5 credit

Personal Fitness	.5 credit
Physical Education	1.0 credit

***Physical Education Notes:**

Students must earn 1.5 credits in physical education as follows:

- One-half (.5) credit in personal fitness (state required course)
- One-half (.5) credit in physical education (state requirement)
- One-half (.5) credit in physical education (school board requirement)

Florida statute 1003.428, allows students to waive the state mandated physical education courses (.5 credit in personal fitness and .5 credit in physical education) in the following ways:

- Completion of two full seasons in a high school sport at the junior varsity or varsity level and passage of the Personal Fitness Competency Test (developed by DOE) with a score of “C” or better. Credit in physical education), but credit will not be awarded. A one credit elective must be substituted for students using this option.
- Completion with a grade of “C” or better of one (1) semester in a marching band class with regular practice and performance in marching activities during a full marching band season as part of the class or participation in an extracurricular activity or in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps with regular practice and performance in marching band activities as an extra curricular activity for a full marching band

season. Credit will not be awarded. A half (.5) credit elective must be substituted for students using this option.

- Completion of two (2) years in a Reserve Officer Training Corps (ROTC) class satisfies one (1) credit of the physical education activity electives. However, the student must still take the personal fitness class half (.5 credit) to satisfy the physical education graduation requirement in those districts choosing this option. Students using the ROTC waiver and the personal fitness class will have one and one half (1.5) credits in physical education.

The School Board of Escambia County action allows students to waive the District required one half (.5) credit in physical education in the following ways:

- Participation in a fine arts or JROTC program for four (4) years earning a minimum of four (4) credits in that program will fulfill the School Board requirement of half (.5) credit in physical education. Participation in the following programs will meet this waiver requirement: Art Education, Dance Education, Music Education, Theater Education, and Junior Reserve Officer Training Corps (JROTC).
- Completion of three (3) credits of sequential course work in a career and technical education program (as identified by Florida Gold Seal Vocational Scholars) will fulfill the School Board requirement of one half (.5) credit in physical education.

Fine Arts

1.0

For students entering high school in the 2008-2009 school year, the fine arts requirement has been amended to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination as identified in the Course Code Directory.

Electives - 9.5 credits

11.5 credits WFHSAT (for student entering before 2008-2009)

Students in grades 9 - 12 will be required to enroll in courses which will provide a minimum of six (6) credits during each of the four (4) years in senior high school. The principal or his designee is authorized to waive the minimum requirement on an

individual basis when a student qualifies for dual enrollment with written verification of the request from the parent(s)/guardian(s), the high school, and the college.

A student must earn nineteen (19) credits to be classified as a senior. No student may enroll in a District high school as a part-time student. (Exception under 1002.41, F.S.; 1006.15, F.S.; and 1003.43 (4) (c), F.S.)

Forgiveness Policy

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F,” or the equivalent of a grade of “C,” “D,” or “F.” In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

Any course grade not replaced according to the district forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

The process for calculating the cumulative grade point average using bonus points for class rankings will be determined on an annual basis by the Superintendent of Schools. Study halls under the supervision of certified instructional personnel shall be considered a part of the instructional program, but no credit shall be awarded.

Accelerated High School Graduation Options

Diploma Option 2 (College Preparatory) & Diploma Option 3 (Career Preparatory)

The accelerated graduation programs require fewer credits, but the focus is more on academic courses with fewer electives required. These programs are designed for students who are clear on their future goals.

Diploma Options 2 and 3 require an FCAT score of Level 3 in mathematics, Level 3 in reading, and Level 3 in writing on the most recent assessment of the FCAT. Diploma Options 2 and 3 must be selected prior to the end of the student’s ninth grade year. Students who enter a Florida public school after grade 9 from another state or private school or who were prevented from making a selection due to illness must select Diploma Option 2 or 3 by the end of the first semester of the tenth grade year. Students choosing Diploma Option 2 or 3 must achieve a cumulative grade

point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the college preparatory or career preparatory option. Students must earn a passing score on the FCAT or a score that is concordant with passing scores on a standardized test as defined in 1008.22 ,F.S. If at the end of grade 10 the student is not on track to meet credit, assessment, or grade-point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of criteria needed to satisfy the requirements. A student who selected Diploma Options 2 or 3 shall automatically move to the 4-year graduation options if that student

- exercises his or her right to change to the four (4) year program;
- fails to earn five (5) credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
- does not achieve a score of three (3) or higher on the Grade 10 FCAT writing assessment; or
- does not meet the credit, GPA, or FCAT requirements by the end of Grade 11.

Students who meet all requirements needed to satisfy the requirements of Diploma Options 2 or 3 will be awarded a standard high school diploma. 1003.429 (9), F.S. A student who does not complete all requirements for the three (3) year graduation option including earning passing scores on the FCAT and achieving the required grade point average must attend high school a fourth year and meet the credit requirement of twenty-six 26. 1003.43, F.S.

Diploma Option 2 (College Preparatory)

English 4.0 credits

Writing 1 and/or 2 do not meet graduation requirements for English credit.

Mathematics 4.0 credits*

*Beginning with students who entered grade 9 in the 2010-2011 school year, both Algebra 1, it's equivalent, or a course higher than Algebra 1, and geometry are required for graduation. Students who entered grade 9 prior to the 2007-2008 school year are required to earn three (3) credits in mathematics, one of which must be Algebra 1, its equivalent, or courses higher than Algebra 1.

NOTE: Students may earn mathematics credit in both informal geometry and geometry if the courses are taken in normal progression (informal geometry, geometry). For the 2010-2011 cohort, informal geometry, will not meet the mathematics requirements for graduation.

Science 3.0 credits

Two of which must include a lab component

Social Studies 3.0 credits

World History	1.0 credit
American History	1.0 credit
American Government	.5 credit
Economics	.5 credit

Foreign Language*

2.0 credits

*Courses must be sequential and can be waived and replaced with other academic courses if the student demonstrates proficiency in or is a native speaker of another language.

Electives

3.0 credits

The requirements for the accelerated graduation options are as follows:

- Students in Diploma Option 2 must receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the eighteen (18) credits required for the college preparatory accelerated three (3) year high school graduation option. 1009.531 (3), F.S.
- Six (6) of the eighteen (18) credits must be earned from advanced placement, International Baccalaureate, dual enrollment, or Advanced International Certificate of Education courses. Honors courses will no longer be accepted as part of the six (6) credits.
- The grade point average required to participate in the eighteen (18) credit college preparatory track is 3.5. 1003.429 (6)(b)(1), F.S.

Diploma Option 3 (Career Preparatory)

English

4.0 credits

Writing 1 and/or 2 do not meet graduation requirements for English credit

Mathematics

4.0 credits*

*Beginning with the students entering grade 9 for 2010-2011, both Algebra 1, its equivalent, or a course higher than Algebra 1, and geometry are required for graduation.

NOTE: Prior to the 2010-2011 school year, students who earn credit in both informal geometry and geometry may apply only one toward their required mathematics credits. The other credit will count as an elective credit. Students entering grade 9 in the 2010-2011 school year may not take informal geometry for graduation credit.

Science

3.0 credits

Two of which must include a lab component

Social Studies

3.0 credits

World History

1.0 credits

American History

1.0 credits

American Government	.5 credit
Economics	.5 credit
Electives	2.0 credits

Two (2) credits of elective courses unless five (5) credits in vocational or career education courses are earned.

Career/Technical	3.0 credits
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Must include three (3) credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment courses, or five (5) credits in vocation or career education courses.

A single vocational or career education program consists of a sequential program of studies that requires at least three (3) secondary school career and technical credits taken over at least two (2) academic years that will qualify a student for the Florida Gold Seal Vocational Scholars Award.

Students in Option 3 must receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the eighteen (18) credits required for the career preparatory accelerated three (3) year high school graduation option. Students in Diploma Option 3 must achieve a cumulative weighted or unweighted GPA of 3.0 to receive a diploma under this option.

NOTE: During the spring registration process prior to the end of the ninth (first semester of tenth per statute) grade year, students and parent(s)/guardian(s) may select one of three high school graduation options. If the student and parent fail to select a graduation option, the student shall be considered to have selected Diploma Option 1.

International Baccalaureate (IB)

Students who complete the IB diploma curriculum will satisfy District and state graduation requirements. If a student withdraws from the IB Program after either the ninth or tenth grade, he/she will be required to complete all District and state requirements for graduation. If a student withdraws after the eleventh grade, he/she will be required to complete the number of credits required by the District and the state stipulated course requirements for graduation. A student who withdraws from the IB program and who intends to be eligible for the Florida Bright Futures Program must meet all requirements stipulated for students not enrolled in the IB Program. IB diploma candidates will complete twenty-six (26) credits distributed as follows:

English	4.0 credits
Mathematics	4.0 credits
Science	4.0 credits
Social Studies	4.0 credits
Foreign Language (modern speaking language)	2.0-4.0 credits

Theory of Knowledge	1.0 credit
IB Group Six Subject	1.0 credit
Elective Credits two (2) from the following:	6.0-8.0 credits

- Fine and Performing Arts
- Sciences
- Foreign Languages (including classical languages)
- Computing
- Health Education
- Physical Education
- Research
- Social Studies
- Mathematics

Many of these electives are required prerequisites for the IB Group Six Subject.

Standard Adult Diploma

Students must complete the following twenty-four (24) credits and pass the FCAT or its equivalent to earn a Standard Adult Diploma:

English	4.0 credits
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Writing 1 and/or 2 do not meet graduation requirements for English credit.

Science	3.0 credits
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The laboratory component of the science requirement may be waived when facilities are inaccessible or do not exist.

Social Studies	3.0 credits
World History	1.0 credit
American History	1.0 credit
American Government	.5 credit
Economics	.5 credit

Mathematics	4.0 credits*
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*Beginning with students who entered grade 9 in the 2010-2011 school year, both Algebra 1, its equivalent or a course higher than Algebra 1, and geometry are required for graduation. *Students who entered grade 9 prior to the 2007-2008 school year are required to earn three (3) credits in mathematics, one of which must be Algebra 1, its equivalent, or courses higher than Algebra 1.

NOTE: Students may earn mathematics credit in both informal geometry and geometry if the courses are taken in normal progression (informal geometry, geometry). For the 2010-2011 cohort, informal geometry, will not meet the mathematics requirements for graduation.

Fine Arts

1.0

The fine arts requirement has been amended to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination as identified in the Course Code Directory.

Electives

10 credits

One and one half (1.5) credits in physical education are not required for graduation and shall be substituted with elective credits keeping total credits consistent with the twenty-four (24) credits.

**Life Management Skills is no longer required.

Standard High School Diploma Designations

The following diploma designations were added to the standard high school diploma beginning with the 2008-2009 school year, as applicable:

1. Completion of four (4) or more accelerated college credit courses in AP, IB, or dual enrollment
2. Career Education Certification
 - (a) A passing score on the college entry-level placement test or an equivalent test identified by the Department of Education with a score adequate to enroll in a public postsecondary educational program without the need for college preparatory or career preparatory instruction.
 - (b) Completion of academic courses with a designation from the Department of Education of Level 2 or above. All credits earned to meet graduation requirements in mathematics, science, and communication must have that designation.
 - (c) Attainment of at least one occupational completion point in an industry-certified career education program or completion of at least two courses in a technology education program.
 - (d) Completion of a one (1) credit course addressing workplace readiness skills. The course requirement may be satisfied by infusing course content into an existing select career and education course. The State Board of Education shall define by rule the content of the course and shall ensure that the course meets graduation requirements for performing fine arts or practical arts.
 - (e) Participation in work-based learning experiences, as defined by rule by the State Board of Education.

- (f) Participation in a capstone activity that includes a project related to a career. This activity is designed to apply and demonstrate the competencies and concepts attained in the student's program of study. The State Board of Education may specify by rule characteristics of capstone activities that meet the intent of this paragraph.
- (3) Florida Ready to Work Credential
Successful completion of the three core assessments (Reading for Information, Applied Mathematics, and Locating Information) will be awarded the Ready to Work credential at the bronze, silver, or gold level, depending on scores earned.

Certificate of Completion

A Certificate of Completion will be awarded to any student in Diploma Option 1 who meets state and District credit requirements but who fails to meet the GPA and/or FCAT requirement to receive a standard high school diploma. Any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school as either a full-time or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies. A student who meets all requirements except the FCAT requirement will receive a College Placement Test Eligible (CPT) Certificate of Completion and may be admitted to remedial or credit courses at a state community college. Once the student satisfies all requirements for a standard high school diploma, the student will receive the diploma.

Additional Strategies for Meeting Graduation Requirements

High school students and parents will be provided access to a career planner during spring registration which will describe all acceleration mechanisms available to students. Students who qualify on state student assessment tests and who meet district requirements may graduate under special programs in lieu of regular graduation progression procedures. The strategies are as follows:

- (1) Accelerated Graduation

Students may meet the graduation requirements with fewer than four (4) years of attendance by earning more than the minimum number of credits per year. In addition to taking a full class load during the regular school day, other opportunities for earning additional credits exist to include the following programs:

- Dropout Prevention
- Adult General Education
- Dual Enrollment
- Summer School
- Approved Correspondence School Programs
- Florida Virtual School

The student may be awarded a diploma at graduation with his/her regular class or with the graduation class following the completion of all graduation requirements.

(2) Dual Enrollment

Students who meet specified requirements may enroll in a post-secondary course creditable toward a high school diploma, vocational certificate, or an associate or Baccalaureate degree as a part time or early admission student under a current articulation agreement and District guidelines.

In addition to the common placement exam, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.5 unweighted GPA.

Students who meet eligibility requirements of 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

Weighting of each dual enrollment course will be equivalent to advanced placement, International Baccalaureate, or advanced International Certificate of Education courses when grade point averages are calculated.

Students enrolled in dual enrollment/early admission may not withdraw from a class without the permission of both the college and the high school. Students who withdraw without permission will forfeit their opportunity to participate in the dual enrollment program. A senior who withdraws without approval will forfeit participation and the graduation ceremony.

Full explanation of dual enrollment guidelines can be found in the articulation agreements between the School District of Escambia County and Pensacola State College (PSC) and the University of West Florida (UWF).

Career and Technical Dual Enrollment

Career and technical dual enrollment shall be provided as a curricular option for secondary students to earn a series of elective credits toward the high school diploma. Career and technical dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll a student in isolated career courses.

Students may also dual enroll in postsecondary adult vocational courses at the school District's George Stone Vocational Technical Center. Students are enrolled through the district's share time agreement with the student's home high school. Students enrolled in George Stone dual enrollment courses may earn multiple

elective credits as needed for graduation requirements. Weighting of each dual enrollment course will be equivalent to advanced placement, International Baccalaureate, or advanced International Certificate of Education courses when grade point averages are calculated.

Students enrolled in postsecondary instruction, i.e. courses not creditable toward a high school diploma, shall be required to assume the cost of instructional materials.

In order for a student to earn credit under this program, he/she must meet all conditions of an articulation agreement.

(3) State of Florida High School Diploma (General Educational Development-GED)

Any candidate for a State of Florida high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination unless he has a District Test Waiver. In extraordinary circumstances determined jointly by District and school-based officials, the candidate who is at least sixteen (16) years of age may enroll in GED classes. A minimum of thirty (30) class days is required before the candidate will be eligible to take the GED Test. However, if a candidate's TABE scores are high enough, he may be eligible to be Fast Tracked. A student desiring to participate in this program will receive additional specific information from his/her individual school. Special assistance to obtain a State of Florida high school diploma may be given only when a student completes all graduation requirements except for the required cumulative grade point average. Eligibility to test is determined by the instructor.

(4) GED Exit Option Model

The purpose of this program is to provide at-risk students an opportunity to complete their high school education and enter employment or higher education. The GED Exit Option Model is not an early exit option for students and may be used only when a student is at risk of not graduating with his/her cohort group. In Florida, the GED Exit Option Model provides an opportunity both for students enrolled in Dropout Prevention Programs and for overage-for-grade students. Students passing both the GED Tests and Florida Comprehensive Achievement Test (FCAT) are eligible to graduate and receive a standard high school diploma in addition to the Florida High School Diploma normally awarded to GED graduates. A student who passes only the GED Tests may be awarded a State of Florida High School Diploma.

If a student is to be successful on the GED Tests, he/she must possess high school level skills. Students who wish to participate in graduation exercises in May or June of each year should take the GED Tests no later than March. However, students should not be allowed to take the GED Tests until such time as they pass the FCAT. Students who meet all requirements for the GED Exit Option Model are considered graduates and may not return to school the following semester.

Student Eligibility for the GED Exit Option Model

Students must be at least sixteen (16) years of age and be currently enrolled in high school to take advantage of the GED Exit Option Model. However, this option is only available for students who are not eligible to graduate with the peer group with whom they entered kindergarten.

Parents must be notified and sign an approval form for the student to enroll in the program. Students must be currently enrolled in a K-12 program. The following is a list of additional criteria outlined by the Florida Department of Education, Bureau of Instructional Support and Community Services. Students must

- be enrolled in courses that meet high school graduation requirements;
- be on track for their grade and deficient in credits or GPA;
- have a cohort group that is graduating or has graduated;
- have a minimum reading level of grade 7 at time of selection (ninth grade or higher at the time of GED testing) as documented on the Test of Adult Basic Education (TABE) or other DOE approved test to determine grade level proficiency; and
- attain acceptable scores, 2250 or higher, on the Official GED Practice Tests administered under required testing conditions.

The parent must be informed that the student's transcript will indicate that he/she has selected an alternative program for graduation and that the final transcript will reflect only the high school course credits earned.

An exceptional education student with a disability must have an accompanying Individualized Education Plan (IEP). The IEP should indicate that the GED Exit Option Model is an appropriate placement for the student.

(5) Dropout Prevention

This program provides alternative strategies that are designed to motivate students to remain in school and to obtain a high school diploma. Dropout prevention programs are available through alternative programs offered by the District and through contracts with community agencies.

(6) Course Substitution

Students enrolled in career and technical education classes may substitute a part of the earned credit for basic credit as allowed by the *Florida Course Code Directory*.

(7) Advanced Placement (AP)

Advanced placement courses are offered by the Advanced Placement Program and administered by the College Board. Postsecondary credit for an AP course shall be

awarded to students who score a minimum of three (3) on a five (5) point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

(8) Gifted Content Courses (GCC)

Gifted content courses involve restructuring of basic content area courses to pursue gifted program offerings that meet the needs of gifted students who require services beyond the general curriculum. Participation in these courses requires identification under State Board Rule (6A-6.03019). Modification to content, process, and product will be made to general curriculum (honors, Advanced Placement, International Baccalaureate, dual enrollment, etc.) courses to ensure that instruction and/or learning experiences are beyond the general curriculum requirements.

(9) Credit by Examination

This option is a mechanism through which postsecondary credit may be earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education specifies the minimum scores required for an award of credit in the statewide articulation agreement.

(10) International Baccalaureate (IB)

Successful completion of IB Program examinations are used to earn postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations.

(11) AP and Dual Enrollment (DE) Courses Together

Postsecondary credit for joint AP and DE courses shall be awarded as either DE or AP credit, based on student preference. An award of AP credit must be limited to students who score a minimum of three (3) on a five (5-)point scale on the AP Exam. No student shall claim double credit based on the completion of a single joint DE and AP course nor shall any student be required to complete the AP Exam. No student shall be funded through both a dual enrollment and AP program. 1007.235, F.S.

(12) Advanced International Certificate of Education Program (AICE)

This option includes curricula in which eligible secondary education students are enrolled in a program of study offered through the AICE Program or the pre-AICE program administered by the University of Cambridge Lead Examination Syndicate.

(13) Early Admissions

Students may attend either PSC or UWF full time during their junior and/or senior years as part of the Early Admissions Program. To qualify for that opportunity at

UWF, a 3.5 GPA is required as computed by the University's Office of Admissions. PSC's requirement is a 3.0 unweighted GPA.

(14) Home Education

Students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. These credits shall apply toward the completion of the home education program 1002.41, F.S.

(15) Florida Virtual School/Escambia Virtual Academy

Escambia Virtual Academy is a franchise of Florida Virtual School operating on the same fall and spring semester calendar as the school district and offering many of the same courses to Escambia County home schooled student, and private school students. Certified teachers from the Escambia county area facilitate these courses. Upon successful completion of a course, students are awarded credit. A list of available Escambia Virtual Academy courses can be found on: <https://www.escambia.k12.fl.us/flvirtual/index.htm>. 1002.37 F.S.

House Bill 1676 establishes that all Florida districts offer a full-time K-12 Virtual Education option for all public school students. Any public school student who applied for the full-time virtual elementary program must withdraw from the zoned school and register with one of approved vendors offered through the Escambia Virtual Academy Program (Grades K-5) or register with FLVS/Escambia Virtual Academy (Grades 6-12). The student must have been in a Florida public school for both the October and February FTE surveys during the previous school term to be eligible. **1002.45, F.S.**

Florida Virtual School/Escambia Virtual Academy students who participate in online courses and do not withdraw before the twenty-eighth (28th) day of the course will have the course grade reflected in their academic history. Access to these online courses shall be available during or after the school day and through summer enrollment. 1001.42 (23), F.S.

Next Generation Sunshine State Standards

The Florida Curriculum Frameworks in language arts, mathematics, science, social studies, the arts, career education, health and physical education, and foreign languages are incorporated into the high school curriculum objectives and are reflected in the Escambia County curriculum developed by the Curriculum and Instruction Department with input from Escambia County teachers.

REGISTRATION AND SCHEDULING

The registration process takes place each year in the spring. This process is extremely important to both the student and to the school. The school develops a program as a result of the registration process that is based on the needs and requests of the students, so it is essential that students and their parents consider carefully the courses they are selecting for the following school year. The school uses the information to determine the types of programs to develop, which courses to offer, and how many teachers to hire in each discipline. Because of all of the preparation that goes into providing the best program for the majority of the students, requests for changes to the student's schedule must be made by the middle of June. A specific date is determined and published each year. After that deadline, students may not make changes to their course requests for the following year. After the school year begins, students who feel they have been inappropriately placed because of the difficulty of a course may request a change to a different course within the first two (2) weeks of school; however, those changes may be granted only when space is available to accommodate the change. The only changes that can occur after the first two (2) weeks of school are those in which a student needs a level change within a content area that is based on academic ability. The recommendation of the teacher must be included for the request to be considered. Level changes based on ability can occur only at the end of a grading period.

COURSE CREDIT

Definition of Course Credit

For the purposes of requirements for high school graduation, one (1) full credit means a minimum of 135 hours of bona fide instruction (120 hours on block schedule) in a designated course of study that contains student performance standards. Six (6) semester credit hours (three (3) in some upper level courses) of instruction which are earned through dual enrollment and which satisfy the requirements of the District's inter-institutional articulation agreement also equals one (1) full credit. 1003.436 (1) (a), F.S.

Attendance Requirement for Credit

The 135 hours of bona fide instruction may be waived under the following conditions:

- credit awarded if the student has demonstrated mastery of the course requirement and Next Generation Sunshine State Standards in fewer than the 135 hours. This clarification includes summer school, performance-based instruction, or course modification that combines courses.
- an amended schedule for students who may need the additional time to meet the course requirements. The School Board must approve these non-traditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. A combination of two (2) courses during one (1) instructional period for multiple credit should be approved by the school board after analysis of the course modifications and assurance that the course requirements and appropriate NGSSS for each of the courses integrated are included in the combination and that the combined course is taught by instructors with appropriate certification.

Earned Credit (Unit)

Students shall demonstrate, as evidenced by assessment criteria, mastery of student performance standards for a course/program before credit will be awarded. Assessment of student mastery shall be determined by one (1) or more of the following:

- Objective Test
- Checklist
- Teacher Observation
- Performance Evaluation
- Product Evaluation

Documentation will be the responsibility of the classroom teacher.

Earned Credit for Full-Year Courses

A student enrolled in a full-year course shall receive one (1) full credit if the student successfully completes one semester (either first or second) and fails the other semester if the average of the final grade for both semesters is a passing grade.

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes one (1) semester but fails the other semester and the average of the two (2) final grades is less than a passing grade.

The exception to this rule is any course which requires a state end-of-course exam. For those courses, credit is not awarded until the end of the year based on the end-of-course exam and the average of the two semesters. One full credit will be awarded at that time if the average is a sixty (60) or higher.

Semester Credit

A student who successfully completes a semester of any course will be awarded one-half (.5) credit in that course. This credit will count toward grade promotion and graduation.

Some dual enrollment courses in the area of mathematics, science, English, and foreign language earn one (1) full credit in one (1) semester per State Department of Education Guidelines.

A student who misses more than five (5) days during a semester must demonstrate mastery in one of the following methods to be eligible to earn credit:

- 1) earn a passing grade on the semester exam that when averaged with the two (2) grading periods is sixty percent (60%) or higher for the course; or
- 2) earn a course average of seventy percent (70%) or higher.

For courses that require a state end-of-course exam, a student who misses more than ten (10) days of school for the entire year must demonstrate mastery in one of the following methods to be eligible to earn credit:

- 1) earn a passing score on the end-of-course exam that when averaged with the two semesters is sixty (60%) percent or higher for the course; or
- 2) earn a course average of seventy (70%) percent or higher.

A student who has not been in attendance for the required number of days and does not demonstrate mastery by one of the two methods listed above will have a maximum of a fifty-nine (59) recorded in academic history for that course. 1003.428 (4) 1003.436, F.S.

Semester Grade Calculation

Semester grades will be determined by averaging the two (2) nine-week grading periods at 2/5 each and the district subject area exam and/or teacher made semester exam grade at 1/5.

For courses that require the completion of a Florida end-of-course exam, the year average will be calculated using the formula below:

$$\text{YR AVG} = (0.35\% \text{ first semester average}) + (0.35\% \text{ second semester average}) + 0.30\% \text{ EOC}$$

The second semester average will be determined by averaging the two (2) nine-week grading periods at one half (1/2) each.

A student earning a year average of sixty (60) percent or higher will receive one (1) credit.

Honor Points

Honor points will be awarded consistent with School Board policy. Calculation of grade point averages used for final class rank will include all honor points earned in grades 9-12. To calculate a weighted GPA for Escambia County, .025 should be added to the GPA for each semester of any course identified for honors credit. Honor points shall be awarded for courses that have been designated in the *Escambia District Course Code Directory* as honors, advanced placement, International Baccalaureate, Level 3 Career and Technical, and dual enrollment courses.

In order to be eligible for valedictory and salutatory awards, a student must have been enrolled for a minimum of four (4) semesters during the junior and senior years in the school from which he/she is seeking the award. Exceptions will be made for students who have transferred from institutions that are accredited by a recognized accrediting agency such as the Southern Association of Colleges and Schools and who have been enrolled for a minimum of one semester.

Semester Exam Exemption

No semester exam exemptions are permitted for either semester. For courses which require a state mandated end-of-course exam, the EOC will take the place of the second semester exam in that course. The EOC will be calculated as thirty percent (30%) of the course grade.

Maximum Credit

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- (1) more than one (1) credit in exploratory career and technical courses as defined in Florida K-20 Education Code;
- (2) more than a total of three (3) credits in practical arts, family and consumer science courses as defined in Florida K-20 Education Code;
- (3) more than a total of nine (9) elective credits in remedial programs as provided for in Florida K-20 Education Code;
- (4) more than twelve (12) elective credits (West Florida High School of Advanced Technology); or
- (5) any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate.

Florida K-20 Education Code and Florida Course Code Directory provide that students in grades 7 - 12 who are enrolled for more than four (4) semesters in exploratory career and technical education shall not be counted as full-time equivalent students for this instruction.

College Readiness

Beginning with the 2008-2009 school year, a college readiness assessment shall be administered prior to grade 12 to all high school students with defined FCAT scores who indicate an interest in postsecondary education. Assessments may include the CPT, ACT, or SAT.

Diagnostic Assessments

Each student who does not meet state or district levels of performance for student progression in reading, mathematics, writing, and science for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

Remediation

Students shall be assessed (FCAT) at grades 9 and 10 to determine, reading and writing levels of performance. For the 2010-2011 school year, students at grade 10 shall be assessed by the Grade 10 Mathematics FCAT. Students who entered Grade 9 during the 2010-2011 year will be assessed in mathematics by end-of-course exams.

Science shall be assessed at grade 11. Students who are in need of remediation to meet the minimum levels of performance must have in mathematics and/or reading a Progress Monitoring Plan (PMP) developed in consultation with the parent(s)/guardian(s) and shall be provided more prescriptive educational services. School personnel will use all available resources to involve the parent in the development of the PMP, and documentation of their efforts will be included in the plan. The PMP will provide a specific prescription for remedying the student's deficiencies that include the following:

- performance data
- data on diagnosis of the specific problem
- action plan for improvement

The action plan must include the remedial instructional strategies, the person(s) responsible for instruction, and the method of monitoring. 1008.25 (4) (b), F.S. The school board must assist schools in providing research-based reading activities that have been successful in teaching reading to low performing students. The Read 180 Program is used to serve all district ninth graders who are performing below proficiency in reading. An intensive or developmental reading class is required for all students in grades 10 -12 who are Level 1 or Level 2 and who have not passed the FCAT.

Schools shall determine the supplemental strategies that are most appropriate for each student. Strategies may include, but are not limited to, modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school (if offered). The PMP should be reviewed a minimum of three (3) times a year – at the end of the second grading period, at the end of the third grading period, and after FCAT results are received. Educational services identified on the PMP will continue for as long as it takes to meet expectations or until the student graduates from high school. Remedial and compensatory courses taken in grades 9 -12 may be counted only as elective credit and may not be taken in lieu of English and/or mathematics credits required for graduation.

Grade 9 students who do not perform at Level 3 or above on the reading portion of FCAT are required to take a basic or developmental reading course. Students scoring Level 1 or 2 are scheduled into intensive reading courses. Level 3 students are scheduled into Reading 3. Level 4 and 5 students are scheduled into advanced reading. All ninth grade students are required to have reading instruction, regardless of FCAT score. Students who score Levels 3 - 5 may be served in a class taught by a teacher who has been trained to teach reading within the content area (CAP-PD).

All students in grades 9 - 12 must participate in comprehensive writing instruction through the language arts curriculum. Students scoring below a 3.5 on Florida Writes are provided remedial instruction in writing through the language arts program.

First time ninth grade students who score Level 1 on the Eighth Grade Mathematics section of the FCAT during the previous year are required to enroll in an intensive mathematics course in addition to their required ninth grade mathematics course. Students in grade 10 who score at either Level 1 or Level 2 on the mathematics portion of the Ninth Grade Mathematics FCAT receive remedial instruction within their required mathematics course in addition to the strategies included in their PMP. Any other students who score a Level 1 or Level 2 on the previous year's mathematics FCAT are provided remedial support services until they either pass the FCAT or graduate from high school.

Intervention or strategies may include small group instruction, learning strategies class, community school, tutoring, or services beyond the school day.

Students scoring below 300 on the mathematics portion of the tenth grade FCAT are required to enroll in an intensive mathematics class each semester until they are successful on the FCAT, earn the concordant score on the ACT or SAT, or graduate from high school. This instruction is in addition to their required mathematics sequence.

Students who fail to meet the minimum performance expectations in science on the Grade 8 FCAT will receive remedial instruction through their required science class in the ninth grade. Students entering the eleventh grade who have not demonstrated proficiency (seventy (70%) percent or above) in a minimum of three (3) of the four (4) required semesters of science taken during grades 9 and 10 will be required to take a prescribed science that will address their weaknesses. Students who fail to meet the minimum performance expectations on the science FCAT in grade 11 will receive supplemental instruction until expectations are met or until the student graduates from high school. Students must successfully complete the supplemental science class to be eligible for graduation.

State Assessment Requirements for Home Education, Private School(s), and Out-of-State Transfers

Students who enter Escambia District Schools from private schools, out-of-state schools, or home education are required to meet state student assessment criteria. Students who enter from home school or a non accredited school must take the end-of-course assessment in the courses that require one to validate the grade earned in the previous program.

Students entering as seniors from private or out-of-state schools or home education after the fall administration of the Florida Comprehensive Assessment Test (FCAT) may be tested at the March administration or earn a concordant score on the ACT or SAT.

Options available for students who fail the Grade 10 FCAT:

Students may

- (1) receive a certificate of completion
- (2) negotiate receipt of a diploma from his/her former high school;
- (3) enroll in an adult high school program and pass the FCAT; or
- (4) use the concordant score for either the ACT or SAT.

Electronic Personal Education Plan

Beginning with the 2009-2010 school year, each high school student's electronic Personal Education Plan (ePEP) must be reviewed annually. Counselors or other personnel will be able to check that students have visited their plan, and they can view any changes the students have made. Those who enter high school from out-of-state, private school, or home education will be given assistance in creating their plan.

General Notations

At the end of each semester, the school shall notify the parent or guardian of each student in grades 9 -12 who has a cumulative grade point average of less than 2.5 that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the strategies the District has put in place to assist the student in meeting the grade point average requirement. Strategies may include, but shall not be limited to, forgiveness policy, summer school attendance (if offered), special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, study skills classes, and special assistance to obtain a high school equivalency diploma. A student whose graduation grade point average is less than 2.5 may participate in remediation or strategies determined by the principal.

Florida High School Athletics Association (FHSA) Academic Eligibility Requirements

According to the Florida High School Athletics Association (FHSA) bylaws, in order to be eligible to represent a member school in interscholastic athletic competition, the following requirements must be met:

- (1) A student must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by 1003.43 (1), F.S., at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by 1003.43 (1), F.S., at the conclusion of a semester shall not be eligible during the following semester.

- (2) A student shall be eligible during the first semester of his/her ninth grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediate preceding year.
- (3) A student who is ineligible during the second semester of his/her ninth grade year or during the first semester of his/her tenth grade year because the student's cumulative high school grade point average is below a 2.0 at the conclusion of the previous semester and continues to be below a 2.0 at the conclusion of the semester of ineligibility may regain his/her eligibility for the following semester provided
 - (a) the student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school (if offered), or its graded equivalent, and
 - (b) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken during the semester of ineligibility.
- (4) Once a student enters the eleventh grade and thereafter, he/she must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by 1003.43 (1) F.S., at the conclusion of each semester to be eligible during the following semester.
- (5) All courses taken for high school credit by a student, including those taken prior to his/her ninth grade year, shall be included in the computation of the student's cumulative high school grade point average.

Medical Exemption for Physical Education Requirements

If a licensed physician certifies in writing that taking physical education would harm a student, the state-mandated physical education courses (one-half credit personal fitness and one-half credit physical education) will be modified to exclude physical motor activities; however, the student must complete all cognitive requirements.

Grade Placement/Homeroom Assignment (Diploma Options 1, 2, and 3)

The level at which courses are offered will be determined by the principal consistent with the Florida Department of Education Course Code Directory and Instructional Personnel Assignments. All high school students beginning with the class of 2008-2009 will be classified as follows:

First Year - Freshman
6 Credits - Sophomore
12 Credits - Junior
19 Credits - Senior

West Florida High School of Advanced Technology students prior to 2008-2009 will be classified as follows:

First Year - Freshman
6 Credits - Sophomore
13 Credits - Junior
20 Credits - Senior

Exceptional Students

Exceptional students with disabilities graduating from high school will be required to earn twenty-four to twenty-six (24-26) credits. Exceptions will be addressed through the IEP committee and be subject to administrative approval.

Students with disabilities may earn a standard diploma, a special diploma, or a certificate of completion. Disability students are eligible to participate in graduation ceremonies at the school they attend (if such ceremonies are held). If graduation ceremonies are not held at the school the student attends, he/she may participate in graduation ceremonies at his/her home school.

Hospital and Homebound (H/H) Program

According to Rule 6A-6.03020, FAC, a homebound or hospitalized student is a student who has a diagnosed medical, physical, or psychiatric condition which is acute or catastrophic in nature or who has a chronic illness or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a Florida licensed physician. Students must meet the eligibility criteria as specified in Rule 6A-6.03040, FAC.

The School District of Escambia County provides specially designed instruction to students enrolled in the Hospital/Homebound Program in core academic courses (reading, language arts, math, science, and social studies). The primary purpose of the program is to provide part-time, short-term instruction until a student is able to return to his/her public school campus. Instruction to elementary students is provided through one-on-one home instruction. Instruction for secondary students is provided through a variety of options which may include teleclass, Florida Virtual School, and/or other computer-based programs.

While on H/H, students will be able to participate in the core academic classes (English, reading, mathematics, science and social studies) which will count toward

graduation requirements. At the Individual Educational Plan (IEP) meeting, the student's medically diagnosed physical or psychiatric condition will be reviewed to assist in establishing the student's schedule and course responsibilities.

A student who has been in the Hospital/Homebound Program for his/her entire high school program (grades 9-12) and meets the following requirements will be eligible for a standard diploma:

- earns the twenty-four (24) credit requirements required by the state;
- has a grade point average of 2.0 or better;
- achieves acceptable levels of performance in reading, writing, and mathematics as measured by the Florida Comprehensive Assessment Test; and
- completes a basic or developmental reading course at grade 9 and/or 10 for a student who does not perform at criteria level on the FCAT.

Exceptional students who are enrolled in public school prior to their twenty-first (21) birthday who do not earn a standard diploma are entitled to free appropriate public education through the school year in which the student turns age twenty-two (22). Free appropriate public education is determined on an individual basis through the development of an IEP by the IEP committee.

Standard Diploma

The requirements for graduation for general education apply to exceptional students if they are to receive a standard diploma. However, Florida K-20 Education Code authorizes district school boards to allow accommodations for courses and programs for exceptional students.

Medical Exemption for Physical Education Requirements

If a Florida licensed physician certifies in writing that taking physical education would harm the student, the state-mandated physical education courses (one-half credit personal fitness and one-half credit physical education) will be modified to exclude physical motor activities; however, the student must complete all cognitive requirements.

Special Diploma Option 1

Special diplomas shall be awarded consistent with state statutes. Students must earn a minimum of twenty-four (24) credits, must meet the Student Performance Standards for exceptional students, maintain a cumulative grade point average of 2.0, and must attend at least four (4) years of high school. Exceptions will be addressed through the IEP committee and will be subject to administrative approval. General education, ESE, or vocational courses may substitute for required ESE

academic courses. Students must master access points within the Next Generation Sunshine State Standards for Special Diploma.

Students eligible to receive a special diploma include students participating in the following ESE Programs: intellectually disabled, deaf or hard of hearing, orthopedic impairment, other health impairment, traumatic brain injury, specific learning disabled, emotional/behavioral disabilities, language impaired, profoundly mentally handicapped, autism spectrum disorder, and dual sensory impaired.

In addition to six to eight (6-8) elective credits, the following eighteen (18) credits are required. However, in grades 9 - 12, any regular, ESE, or career education course may be substituted (as appropriate) in order to implement the student's IEP.

REQUIRED CREDITS/COURSES

CREDITS	COURSES
4	English/Life Skills Communication (In the 11 th and 12th grades, vocational course(s) may substitute for English/Life Skills Communication)
2	Reading/Life Skills Reading
3	Mathematics/Life Skills Mathematics
2	Science
2	Social Studies (Any career and technical education course may substitute for one (1) credit of required social studies.)
1	Social Personal Skills
1	Physical Education or ESE Leisure and Recreational Skills or vocational education Specially Designed Physical Education/Leisure/Recreation Skills for Improvement of Quality of Life
2	Career Preparation (any career and technical education course may substitute)
1	Life Management and Transition (any career/technical course may substitute)

ESE Career Placement On-the-Job Training may substitute for required courses in the student's fourth year of high school (and beyond). Any participatory level course may be substituted for required courses as appropriate.

Suggested Sequence of Required Courses for Special Diploma
(Independent and Supported Levels):

9th Grade

English/Life Skills Communication

Reading/Life Skills Reading
Mathematics/Life Skills Mathematics

Science
Social Studies
Life Management and Transition
Physical Education (or defer to 10th grade)

10th Grade

English/Life Skills
Communications
Reading/Life Skills Reading
Mathematics/Life Skills
Mathematics
Science
Social Personal Skills
Career Preparation
Physical Education (if not taken in ninth grade)

11th Grade

English/Life Skills Communication
Communications
Mathematics/Life Skills Mathematics
Career Preparation
Social Studies

***Reading/Life Skills Reading should be offered all four (4) years if possible.**

12th Grade

English/Life Skills

**Special Diploma Option 1
Credit Requirements**

In the 2007-2008 academic year and thereafter, exceptional education students entering ninth grade must complete a minimum of twenty-four (24) academic credits to graduate from high school. High school students who score at Level 1 on FCAT Reading are required to be enrolled in and complete an intensive reading course the following year, and students who score Level 2 must participate in either an intensive reading course or a content area course in which reading strategies are delivered as determined by diagnosis of reading needs. It is not necessary to double block reading interventions for eleventh and twelfth grade ESE students who are working toward a Special Diploma.

Students who score at Level 1 or Level 2 in FCAT mathematics are required to receive remediation the following year. The flexibility of taking a reduced class load per semester allows exceptional education students opportunities to participate in general education, remedial, and/or vocational classes. The twenty-four (24) credits must be earned as follows:

1) thirteen (13) core curriculum credits:

- 2 English
- 2 Reading
- 3 Mathematics
- 3 Science
- 2 Social Studies
- 1 Physical Education

- 2) eleven (11) elective credits, selected by the student as a part of the personalized education plan to include individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

ESE Career Placement (On-the-Job Training) may substitute for required courses in the student’s fourth year of high school and beyond.

Any participatory level course may be substituted for required courses as appropriate for students at Escambia Westgate.

SPECIAL DIPLOMA OPTION 2

Option 2 is an individually designed option that may meet the needs of some students with disabilities. Option 2 requires that students with disabilities

- be successfully employed in the community for a minimum of one (1) semester at or above minimum wage;
- achieve the annual goals and short-term objectives related to employment and community competencies specified on their transition IEP’s; and
- demonstrate mastery of the employment and community competencies specified on the graduation plan.

Option 2 requires the development of a graduation plan. This plan, which is unique for each student, is based on the student’s individual needs and must include the following:

- the employment and community competencies expected for the student;
- the criteria for determining and certifying mastery of the competencies;
- the work schedule and minimum number of hours to be worked per week; and
- a description of the supervision to be provided by the school district staff.

WORKFORCE EDUCATION

Workforce includes secondary exploratory, practical arts, and job preparatory programs and workforce education postsecondary adult vocational and adult general education programs.

Credit earned depends upon the length of the course/program.

Secondary Exploratory, Practical Arts, and Job Preparatory Programs

Each student enrolled in a job preparatory program is required to provide the school with his/her social security number or to complete an approved Escambia County Social Security Status Form which is filed with the student's records and kept for audit.

A high school student may elect to enter a job preparatory program at the ninth grade level.

Exceptional students with disabilities are placed into appropriate career and technical education programs in accordance with established State Board Rules and established District policies and procedures.

A high school student may transfer (on a space available basis) to any other high school for the purpose of enrolling in a career and technical education program not available in the school to which he/she is assigned in accordance with established district policies and procedures.

Completion of a career and technical education program is achieved by a student when he/she completes all available courses in a career education program of study and demonstrates proficiency in all applicable competencies.

At the secondary school level,

- practical arts and exploratory instruction provide students with opportunities to explore the skills and aptitudes associated with occupations in a diverse range or careers.
- job preparatory instruction enables students to attain occupational completion points and complete career and technical education programs to secure and sustain employment and/or pursue postsecondary education to realize economic self-sufficiency.

Workforce Education Postsecondary Adult Vocational Education Programs

- Workforce education postsecondary adult vocational education offers competency-based programs for adults at the post-secondary level, including both job preparatory and continuing workforce education programs. Admission procedures include enrollment windows each nine (9) weeks.

- Students enrolling in a postsecondary adult vocational job preparatory program of 450 hours or more must complete an entry-level basic skills examination within the first six weeks after admission to the program. Exemptions from this requirement are provided in the Florida K-20 Education Code.
- All students shall be charged fees as approved by the Escambia County School Board's "fee requirements." Exemptions from this requirement are provided by Florida K-20 Education Code.
- Students may earn a certificate of completion when Test of Adult Basic Education (TABE) requirement and mastery of the program competencies are met or students may exit the program upon completion of an appropriate occupational completion point.

Workforce Education Adult General Education Programs

Adult general education is designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational-preparatory instruction, and instruction for adults with disabilities.

The adult general education programs offer instruction designed for students to attain basic literacy, to continue in secondary education to obtain a high school diploma, to successfully complete the GED Test, or to successfully complete the academic requirements of a career and technical education training course.

To earn a standard adult high school diploma, a student must earn twenty-four (24) credits as outlined in the Florida K-20 Education Code and District guidelines and pass the appropriate exit exam. Refer to Page 46

An "adult student" is a student who is beyond the compulsory school age and who has legally left elementary or secondary school. Some students who participate in adult programs are co-enrolled which means the student is enrolled in both a high school and an adult program designed to earn high school credit to meet requirements for high school graduation.

TYPES OF DIPLOMA

Standard Diploma (Includes Options 1, 2, and 3)

To be awarded a standard diploma, a student must demonstrate appropriate levels of performance on the FCAT.; complete the required number of state and district credits; and earn the required grade point average. Notwithstanding the above, a student may be awarded a standard diploma subject to meeting the following criteria:

- (1) current enrollment in a Dropout Prevention Program,
- (2) successful completion of the FCAT,
- (3) enrollment in the twelfth year of school, excluding kindergarten, or the year of normal graduation, and
- (4) successful completion of the GED.

A grade 12 student who fails to meet the credit requirements for graduation may earn up to two (2) credits as a co-enrolled student in a community school or other summer school program immediately following the twelfth-grade year of attendance. A student in this situation may exceed the co-enrolled maximum of four (4) credits. A student who fails to complete all credit requirements for graduation by the end of the summer term following graduation would then be eligible to return to high school as a fifth-year senior or to work toward a standard adult diploma.

Certificate of Completion

A Certificate of Completion will be awarded to any student in Diploma Option 1 who meets state and District credit requirements but fails to meet the GPA and/or FCAT requirement to receive a standard high school diploma. A student who meets all requirements except the FCAT requirement will receive a College Placement Test Eligible (CPT) Certificate of Completion and may be admitted to remedial or credit courses at a state community college. Once the student has satisfied all requirements for a standard high school diploma, the student will receive the diploma.

Commencement Ceremony

To participate in a commencement ceremony, a student must have met all State of Florida and District requirements for graduation or be eligible to receive a certificate

of completion. The commencement ceremony is an extracurricular activity and not a right guaranteed to the student.

Thirteenth Year Students

A student who is eligible to receive a certificate of completion may elect to remain in the secondary school for up to one (1) additional year (either full or part-time) for instruction designed to remediate identified deficiencies. Upon successfully completing the requirements, the student will be awarded a standard diploma.

Exceptional Students

Students with Disabilities are permitted by Florida Statutes to work toward either a standard diploma, or a special diploma. If graduation ceremonies are not held at the school the student attends, he/she may participate in graduation ceremonies at his/her home school.

Students pursuing a standard diploma must meet the requirements (with accommodations, when necessary) as outlined for standard diplomas for general education students. The parent of each exceptional student eligible for a special diploma for exceptional students shall be notified of the options prior to grade eight.

Alternative High School Programs On Non-Traditional Campuses

Students enrolled in an alternative high school program on a non-traditional campus using the Dropout Prevention model will be required to complete twenty-four (24) credits to receive a standard high school diploma.

Unit Requirements

Of the twenty-four (24) credits, the following sixteen (16) credits are required of each student:

English **4.0 credits**

Writing I and/or II do not meet graduation requirements for English credit

Mathematics **4.0 credits***

*Beginning with students who entered grade nine in the 2010-2011 school year, both Algebra 1, its equivalent, or higher courses and geometry are required for graduation. Students who entered

grade nine prior to the 2007-2008 school year are required to earn three (3) credits in mathematics, one of which must be Algebra I or its equivalent.

NOTE: Students may earn credit in both informal geometry and geometry if the courses are taken in normal progression (informal geometry, geometry). For the 2010-2011 cohort, informal geometry will not meet the mathematics requirements for graduation.

Science

3.0 credits

(Agriscience Foundations I can be used to fulfill the third science credit unless the student has not demonstrated proficiency in science. A prescriptive science will be required for that student.

Social Studies

3.0 credits

World History	1.0 credit
American History	1.0 credit
American Government	.5 credit
Economics	.5 credit
Physical Education*	1.5 credit
Personal Fitness	.5 credit
Physical Education	1.0 credit

*Physical Education Notes:

Students must earn 1.5 credits in physical education as follows:

- One-half (.5) credit in personal fitness (state required course).
- One-half (.5) credit in physical education (state requirement)
- One-half (.5) credit in physical education (school board requirement)

Florida statute, 1003.428, allows students to waive the state mandated physical education courses (.5 credit in personal fitness and .5 credit in physical education) in the following ways:

- Completion of two (2) full seasons in a high school sport at the junior varsity or varsity level and passage of the Personal Fitness Competency Test (developed by DOE) with a score of “C” or better. Credit will not be awarded. A 1.0 credit elective must be substituted for students using this option.
- Completion with a grade of “C” or better of one semester in a marching band class with regular practice and performance in marching activities during a full marching band season as part of the class or participation in an extracurricular activity or in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps with regular practice and performance in marching band activities as an extra curricular activity for a full marching band season. Credit will not be awarded. A one-half (.5) credit elective must be substituted for students using this option.
- Completion of two (2) years in a Reserve Officer Training Corps (ROTC) class satisfies one 1 credit of the PE activity electives. However, the student

must still take the Personal Fitness class (.5 credit) to satisfy the PE graduation requirement in those districts choosing this option.

School Board of Escambia County action allows students to waive the half (.5) credit in physical education in the following ways:

- Participation in a fine arts or JROTC program for four (4) years earning a minimum of four (4) credits in that program. Programs meeting the waiver requirement include Art Education, Dance Education, Music Education, Theater Education, and Junior Reserve Officer Training Corps (JROTC).
- Completion of three (3) credits of sequential course work in a career education program (as identified by Florida Gold Seal Vocational Scholars).

*Fine Arts

1.0

*For students entering high school in the 2008-2009 school year, the fine arts requirement has been amended to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination as identified in the Course Code Directory.

Life Management Skills
Performing Arts
Practical Arts

.5 credit*
.5 credit**
.5 credit***

Electives - 7.5 credits

Beginning with the students who entered ninth grade in the 2007-2008 school year,

*4 credits of mathematics are required to include Algebra 1, its equivalent, or higher mathematics courses.

**Life Management Skills is no longer required.

***One full credit in the fine arts will replace the .5 in practical/.5 in performing arts as a graduation requirement.

Beginning with students who entered the ninth grade in the 2008-2009 school year, the following requirements are added:

Fine Arts or Career and Technical

For students entering high school in the 2008-2009 school year, the fine arts requirements has been amended to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination as identified in the Course Code Directory.

Grade forgiveness policies for both required and elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned by retaking the same or comparable course.

The process for calculating the cumulative grade point average using bonus points for class rankings will be determined on an annual basis by the Superintendent of Schools. Study halls under the supervision of certified instructional personnel shall be considered a part of the instructional program, but no credit shall be awarded.

Grade placement for Alternative High School Programs and each year thereafter:

**First Year - Freshman
6 Credits - Sophomore
12 Credits - Junior
18 Credits - Senior**

THIS DOCUMENT IS THE EDUCATIONAL PLAN OF THE SCHOOL DISTRICT OF ESCAMBIA COUNTY UNTIL REVISED BY OFFICIAL ACTION OF THE SCHOOL BOARD OF ESCAMBIA COUNTY AS PRESCRIBED BY FLORIDA K-20 EDUCATION CODE AND DISTRICT RULE.



THE SCHOOL DISTRICT OF ESCAMBIA COUNTY

SECONDARY EDUCATION DEPARTMENT

30 EAST TEXAR DRIVE

PENSACOLA, FL. 32503

PH (850)469-5494 FX (850)469-5630

<http://www.escambia.k12.fl.us>

MALCOLM THOMAS, SUPERINTENDENT

Third Grade Notification Letter Regarding Elementary Reading

Dear Third Grade Parents/Guardians:

Florida law 1008.25 (5)(b) requires that third grade students scoring Level 1 on the reading section of the Florida Comprehensive Assessment Test (FCAT) **MUST** be retained at the end of the school year, unless exempted for "good cause." Because "good cause" is defined by the state, very few Level 1 students are promoted based upon this criteria. Therefore, it is important that you be well informed of your child's progress this year.

If your child has been identified as needing additional help in reading, a Progress Monitoring Plan (PMP) will be developed and shared with you. This plan will explain the problems your child is having and how your child's school is going to help him/her in reading. In addition, your child's teacher will provide suggestions on how you can help at home. **It is very important that you attend all scheduled conferences and keep in contact with your child's teacher throughout the school year.**

The School District of Escambia County, Florida, has many opportunities to help your child improve his/her reading ability. We will work very hard to make sure your child is prepared to take the FCAT. **You can help your child by making reading a priority at home.**

Please complete the attached form and return it to your child's school.

Thank you,

Linda Maletsidis

Linda Maletsidis
Director of Elementary Education
Attachment: 1

THIRD GRADE
MID-YEAR PROMOTION INFORMATION SHEET

A conference with parent/guardian should be conducted by the principal to further explain the fourth grade mid-year promotion process.

- (1) The retained third grade student must have scored at or above 233 (scale score) on the reading portion of the 2009-2010 Comprehensive Florida Assessment Test (FCAT).
- (2) The retained third grade student must have met third grade level expectations in all academic areas (except reading) as determined by 2009-2010 final grade averages (cumulative folder, last report card).
- (3) If the retained third grade student meets criteria one (1) & two (2) above, the student will be placed in a third grade homeroom. The student will be instructed in reading at third grade level. The student will have all other subject areas and special areas with a fourth grade class. Instruction in fourth grade level in subject areas and special areas should occur on or before September 30, 2010.
- (4) Prior to November 10, 2010, a student's portfolio should contain five examples of each benchmark successfully completed on the third grade level ("C" or better) and all report card grades must be "C" or better in order to be mid-year promoted.
- (5) After November 10, 2010, the student must have successfully mastered the third grade portfolio as well as at least two (2) examples of each tested benchmark consistent with the year and month of promotion for fourth grade, and report card grades must reflect "C" or better. (The Reading Department will provide fourth grade portfolio passages.)
- (6) If the retained student has met criteria one, (1), two (2), three (3) on the mid-year recommendation form, the principal will need to notify the Director of Elementary Education by January 11, 2011.
- (7) Only those retained students meeting criteria one (1), two (2), and three (3) on the mid-year recommendation form will be administered the fourth (4th) grade reading comprehension portion of the Stanford 10 on January 12, 2011.

8. To monitor the progress of each eligible mid-year promotion student, the teacher may use the following materials:
 - Portfolio Passages
 - FCAT Explorer (fourth (4th) grade level)
 - Fourth (4th) grade FCAT passages
 - Any other instructional materials, approved by the principal, used to monitor the student's progress.
9. At any point when the retained student fails to meet one (1) of the four (4) criteria listed on the recommendation form, the retained student is no longer a candidate for mid-year promotion and the principal will notify the parent/guardian. A District letter will be provided. It is strongly suggested that this notification be given to the parent/guardian during a conference further explaining the mid-year promotion process.
10. **Mid-year Promotion must occur by January 19, 2011.**
11. The teacher will complete the mid-year promotion recommendation form.
12. The teacher will then present recommendation(s) for mid-year promotion to the principal.
13. The principal will review and approve/deny recommendation(s).
14. The principal will submit appropriate paperwork to the District Reading Specialist.
15. The Reading Specialist will review the paperwork and submit it to the Director of Elementary Education for final approval.
16. The Director of Elementary Education will notify the principal of the status of mid-year promotion candidates.
17. The principal will send home a District notification letter to the parent/guardian stating that the child has been promoted to fourth (4th) grade.

18. The principal will ensure that

- the student's records reflect mid-year promotion,
- the student is assigned to a fourth (4th) grade classroom (including reading), and
- regular progress monitoring continues after placement.

19. The above eligibility criteria for mid-year promotion should be adhered to as indicated; however, the principal as the instructional leader may request an administrative review on any third (3rd) grade retained student. The principal must be able to document that he/she can document that the student will be a successful fourth (4th) grader. The principal's request should be submitted to the Director of Elementary Education prior to the end of the first (1st) semester.

Escambia County School Board Progress Monitoring Plan Guidelines



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Progress Monitoring Plan (PMP) Guidelines

What is a PMP?

"The State requires schools to develop and implement a progress monitoring plan (PMP) for each student that fails to meet certain performance levels, including scoring below level 3 in reading or mathematics." A student who is not meeting the school district or state requirements for proficiency in reading or mathematics must be covered by an IEP or PMP designed to assist the student in meeting state and district expectations for proficiency.

Which students need a PMP?

The reading plan and Student Progression Through the Grade includes K: reading for those with unsatisfactory progress and/or high risk on DIBELS; mathematics for those with unsatisfactory progress. 1st and 2nd: reading below 35% on NRT; reading below grade level and/or high risk on DIBELS; mathematics working below grade level and/or 35% on NRT. PMPs are written for students who need academic support to meet district and/or state proficiency levels in reading or, mathematics. Current law requires that any student who receives an FCAT score of Level I must have a PMP or be retained. There are two steps in determining exactly who needs a PMP. Those steps are as follows:

Step 1 – Screening

A student is placed on a PMP if one or more of the following criteria is met:

- Score of Level 1 or 2 on the FCAT reading and/or mathematics portion(s) (grades 3-10)
- Level 2 students with a score of 300 or higher on the 10th grade FCAT will be exempt from remediation in the 11th grade.
- At or below the 35th %ile on the norm referenced tests (NRT) in reading or mathematics on the FCAT administered in grades K-5.
- At or below the 35th %ile on a district or school administered norm referenced test (NRT) in reading or mathematics in grades K-5.

A student may need a Progress Monitoring Plan if one or more of the following criteria is met:

- Teacher observation indicating below grade level performance

- Failing grades
- Classwork, class tests, computer assessments below grade level expectation
- Writing samples indicating below grade level performance
- Emergent literacy assessments (reading, writing, and mathematics literacy) K-1 indicating developmental gap

Usually a list is generated at each school by grade indicating those students who potentially are in need of a PMP, but PMPs are not written until Step 2 takes place.

Step 2 Identification

Once students have been identified as needing a PMP in reading, writing, and/or mathematics, five additional steps occur:

- Step 3 - writing the PMP based on the results of the diagnostic assessment
- Step 4 - implementing the plan
- Step 5 - monitoring the plan
- Step 6 - assessing the students and reviewing the plan periodically
- Step 7 - assessing the students and reviewing the plan at the end of the year

Step 6 – Progress Monitoring and Plan Review

The purpose of progress monitoring is to ascertain if the remedial strategies are indeed working.

The PMP should be written during the first grading period, at the end of the second grading period, the end of the third grading period, and after FCAT results are received at the end of the year.

Based on the results of the progress monitoring, one of the following three events occurs:

1. The student is removed from monitoring when the reassessment indicates grade level performance.
2. The student continues on the same plan because growth has been documented, meaning the strategies of the plan are working.
3. A new plan is written for the student based on the reassessment indicating little or no growth since the plan's inception.

Step 7 – End of Year Assessment and Plan Review

At the end of the academic year, schools reassess students to determine growth over time. Based on the results of the assessment(s), teachers recommend one of two things:

1. Continuation on a PMP for the next academic year.
2. Dismiss from the PMP.

Who is responsible for developing and monitoring PMPs?

Schools will discuss the management of PMPs and determine the method that best meets their needs. Some schools will designate a PMP manager; others will use guidance personnel; some will use teacher leader(s), their Instructional Support Team, or grade level or content area teams. In most cases, however, individual classroom teachers will develop, maintain, and monitor PMPs. In all cases, three things are essential:

1. Each student who is below district and/or state proficiency in reading and/or mathematics will have an active PMP.
2. Each school will maintain a list of PMP students by grade level. The list will be updated as necessary.
3. Each school will maintain an electronic copy of all PMPs in one place for review at any time.

Where are PMPs kept?

Any updates to the PMP should be made on-line.

The PMP will be kept in an electronic file; however, it must be printed for any parent who requests it.

Are there any special considerations for readers in grades 1-3?

Law requires that students in grades 1, 2, and 3 who are determined to be substantially deficient in reading must be provided with immediate and intensive reading instruction upon identification of the deficiency. The law states, "The student must be reassessed, using local assessments or teacher recommendation, at the beginning of the grade following the remediation. The student must continue to be given intensive reading instruction until the deficiency is remediated."

High Schools, please note:

- Remedial instruction provided during high school may not be in lieu of English and mathematics credits

taken for graduation.

· When Intensive Reading or Intensive Mathematics is used for remediation (counted as elective courses), students must have an active PMP.

How do we determine when deficiencies are met?

In general, if a student's assessment(s) indicate grade level performance, the district considers the deficiency met, but there are two exceptions:

1. Tenth graders who do not receive a passing score on the reading and/or mathematics section of the 10th Grade FCAT have five (5) additional times to retake and pass the test(s) in order to be eligible for graduation with a regular diploma. Remediation should continue for these students.
2. Third graders who do not receive a passing score on the 3rd Grade Reading FCAT must be retained unless good cause for promotion is presented to the superintendent. Schools must evaluate students individually in grades other than 10th and 3rd to ascertain promotion vs. retention. Social promotion based on age alone is no longer permitted by state law.

How are parents/guardians involved?

By law, parents/guardians are involved in the writing of their student's PMPs. In addition, state law requires two specific notifications of parents:

1. All high school parents must be notified if their student's grade point average (GPA) falls below 2.0 on a 4.0 scale.
2. All parents will be notified yearly of their student's achievement and progress in reading and mathematics.

By law, parents of students in grades K-3 who are reading below grade level must be notified in writing of their student's deficiencies. The written notification must include the following information:

- that the student has been identified as having a substantial reading deficiency,
- a description of the current services being provided to the child,
- a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency, and
- that if the student's reading deficiency is not remediated by the end of Grade 3, the student must be retained unless exempted from mandatory retention for good cause.

May other students be provided with a PMP?

Schools may decide that additional students need PMPs depending upon individual student profiles. If, for instance, a student is performing at grade level, as determined by individually administered assessment(s) but is not performing to potential, a school may opt to write a PMP for that student. All PMP procedures must be followed.

Must a PMP be in place before a referral to Exceptional Student Education?

Yes, in Escambia County a PMP must be in place prior to a referral for ESE services. The PMP may have been in place during the previous school year. General education interventions are not required if a student has a speech disorder or if the student has severe cognitive, medical, sensory, or behavioral deficit that requires immediate attention to prevent harm or in order to provide a free and appropriate education (FAPE).

Are PMP's written for kindergartners?

All kindergartners must be assessed within the first 30 school days of the school year using two separate assessments mandated by law. Schools will use assessment results to determine appropriate services for students in need of intervention and will determine if the writing of a PMP is necessary on a case-by-case basis.

Progress Monitoring Plan (PMP) Frequently Asked Questions

Who must have a progress monitoring plan?

Any student who is a Level 1 or 2 in mathematics or reading on the FCAT, or who has a cumulative GPA below a 2.0 (high school) must have a progress monitoring plan.

When must the PMP be written?

The PMP must be written during the first nine weeks of the school year.

How often should the PMP be reviewed during the school year?

The PMP should be reviewed a **minimum** of three times during the course of the year: at the end of the second nine weeks, at the end of the third nine weeks, and at the close of the year.

Are any Level 1 or Level 2 students exempt from having a PMP?

A special education student in grades K-8 who has an active IEP that addresses all of his/her educational needs does not need a PMP.

A special education student in grades 9-12 who is working toward a special diploma and who has an IEP that addresses all of his/her educational needs does not need a PMP.

A limited English proficient student who has an LEP that addresses all of his educational needs does not need a PMP.

A student who is in the 11th or 12th grade and who has passed the FCAT in both reading and mathematics yet still remains in Level 2 is not required to have a PMP.

Any 12th grader who failed the FCAT but has earned a passing concordant score on either the ACT or the SAT is not required to have a PMP.

How many strategies must be marked for each deficient area included on the PMP?

A minimum of three strategies must be marked for each deficient area on the PMP.

Is the parent/guardians signature required on the PMP?

The parent must be involved in the development of the PMP; however, if the parent cannot come into the school for a conference, documentation of the date of the telephone conversation should be noted on the PMP. If the parent cannot be reached, each attempt to make contact should be noted on the PMP.

Does the PMP have to be printed for every student?

The PMP may be kept in an electronic file; however, it must be printed for any parent who requests it.

Assessment and Remediation- Elementary To Be Used for Progress Monitoring Purposes for the 2 School Year

Subject	Assessment	Progress Monitoring is required, if the student scores:	Remediation can occur in:
Kindergarten			
Mathematics	Mastery Checklist	At or below 1 in any area	K (if retained) or grade 1
Reading	Mastery Checklist	At or below 1 in any area	K (if retained) or grade 1
	Mastery Checklist	At or below 1 in any area	K (if retained) or grade 1
	FAIR		K (if retained) or grade 1
	FAIR		K (if retained) or grade 1
	FAIR		K (if retained) or grade 1
			K (if retained) or grade 1
Science	Mastery Checklist	At or below 1 in any area	K (if retained) or grade 1
Writing – Escambia Writes!	District Assessment	At or below 3.0	K (if retained) or grade 1
Grade 1			
Mathematics	Mastery Checklist	At or below 1 in any area	1 (if retained) or grade 2
Reading	Mastery Checklist	At or below 1 in any area	1 (if retained) or grade 2
	FAIR	PSF – at or below 34	1 (if retained) or grade 2
	FAIR	NWF – at or below 49	1 (if retained) or grade 2
	FAIR	ORF – at or below 39	1 (if retained) or grade 2
Science	Mastery Checklist	At or below 1 in any area	1 (if retained) or grade 2
Writing – Escambia Writes!	District Assessment	At or below 3.0	1 (if retained) or grade 2
Grade 2			
Mathematics	Mastery Checklist	At or below 1 in any area	2 (if retained) or grade 3
Reading	Mastery Checklist	At or below 1 in any area	2 (if retained) or grade 3
	FAIR		2 (if retained) or grade 3
	FAIR		2 (if retained) or grade 3
	FAIR		2 (if retained) or grade 3
Science	Mastery Checklist	At or below 1 in any area	2 (if retained) or grade 3
Writing – Escambia Writes!	District Assessment	At or below 3.0	2 (if retained) or grade 3
Grade 3			
Subject	Assessment	Progress Monitoring is required, if the student scores:	Remediation can occur in:

Assessment and Remediation- Elementary To Be Used for Progress Monitoring Purposes for the 2 School Year

Mathematics	FCAT NGSSS	At or below Level 2	3 (if retained) or grade 4
Reading	FCAT NGSSS	At or below Level 2	3 (if retained) or grade 4
	FAIR		3 (if retained) or grade 4
	FAIR		3 (if retained) or grade 4
	FAIR		3 (if retained) or grade 4
Science	District Assessment	At or below level 2	3 (if retained) or grade 4
Writing – Escambia Writes!	District Assessment	At or below 3.0	3 (if retained) or grade 4
Grade 4			
Mathematics			
	FCAT NGSSS	At or below Level 2	4 (if retained) or grade 5
Reading			
	FCAT NGSSS	At or below Level 2	4 (if retained) or grade 5
	FAIR		4 (if retained) or grade 5
	FAIR		4 (if retained) or grade 5
	Fluency FAIR	ORF – at or below 117	4 (if retained) or grade 5
Science	District Assessment	At or below level 2	4 (if retained) or grade 5
Writing	FCAT Writing	At or below 3.0	4 (if retained) or grade 5
Grade 5			
Mathematics			
	FCAT NGSSS	At or below Level 2	5 (if retained) or grade 6
Reading			
	FCAT NGSSS	At or below Level 2	5 (if retained) or grade 6
	FAIR		5 (if retained) or grade 6
	FAIR		5 (if retained) or grade 6
	FAIR Fluency		5 (if retained) or grade 6
Science	FCAT NGSSS	At or below Level 2	5 (if retained) or grade 6
Writing – Escambia Writes!	District Assessment	At or below 3.0	5 (if retained) or grade 6

Assessment and Remediation- Secondary To Be Used for Progress Monitoring Purposes for the 2010-2011 School Year

Subject	Assessment	Progress Monitoring is required, if the student scores:	Remediation can occur in:
Grade 6			
Mathematics	FCAT SSS	At or below Level 2	6 (if retained) or Grade 7 or Intensive Math
Reading	FCAT SSS	At or below Level 2	6 (if retained) or Grade 7
Writing – Escambia Writes!	District Assessment	At or below 3.0	6 (if retained) or Grade 7
Grade 7			
Mathematics	FCAT SSS	At or below Level 2	7 (if retained) or Grade 8 or Intensive Math
Reading	FCAT SSS	At or below Level 2	7 (if retained) or Grade 8
Writing – Escambia Writes!	District Assessment	At or below 3.0	7 (if retained) or Grade 8
Grade 8			
Mathematics	FCAT SSS	Level 1	8 (if retained) or 8 (Intensive Math) Grade 9 (Intensive Math in addition to Algebra I A)
Reading	FCAT SSS	At or below Level 2	8 (if retained) or Grade 9
Science	FCAT SSS	At or below Level 2	8 (if retained) or Grade 9
Writing	FCAT Writing	At or below 3.0	8 (if retained) or Grade 9

***To Be Used for Progress Monitoring Purposes 4/21/10**

Assessment and Remediation- Secondary To Be Used for Progress Monitoring Purposes for the 2010-2011 School Year

Subject	Assessment	Progress Monitoring is required, if the student scores:	Remediation can occur in:
Grade 9			
Mathematics	FCAT SSS	At or below Level 2	Summer school or Intensive Math, Reading, Mathematics coursework, and/or Language Arts coursework in Grade 10
Reading	FCAT SSS	At or below Level 2	
Writing – Escambia Writes!	District Assessment	At or below 3.0	
Grade 10			
Mathematics	FCAT SSS	At or below 299 scale score	Summer school or Intensive Math, Reading, Mathematics coursework and/or Language Arts coursework in Grade 11
Reading	FCAT SSS	At or below 299 scale score	
Science	Course Work	Fewer than 4 semesters of science completion at 70% or higher	
Writing	FCAT Writing	At or below 3.0	
Grade 11			
Mathematics	FCAT SSS – retakes	At or below 299 scale score	Summer school or Intensive Math and/or Reading and Science coursework in Grade 12
Science	FCAT SSS	At or below 299 scale score	
Reading	FCAT SSS – retakes	At or below 299 scale score	
Grade 12			
Mathematics	FCAT SSS – retakes	At or below 299 scale score	Summer school or Intensive Math and/or Reading coursework in Grade 12
Reading	FCAT SSS – retakes	At or below 299 scale score	

***To Be Used for Progress Monitoring Purposes 4/21/10**