



MIDDLE SCHOOL STUDENT PROGRESSION PLAN (GRADES 6 ~ 8)

2016-2017

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Superintendent of Schools

One Voice. One Team. One Message.



The School Board of Charlotte County, Florida

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The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

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District Vision

Student Success!

District Mission

To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Core Values

Collaboration

Integrity

Leadership

Excellence

Safety

ATTENDANCE [F.S. 1003.24, 1003.21]

The School Board believes that daily school attendance is essential to the educational success of each student. Students are expected to be in school and in class on time in order to receive full benefit from the instructional programs of the Charlotte County Public Schools. All absences must be reported and explained by a parent or guardian within two (2) school days after the student's return to school. Research has shown that 10% or more of instructional time missed by students is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide.

School attendance is required of all students who have attained the age of 6 years or who will have attained the age of 6 years by February 1st of any school year, but who have not attained the age of 16, unless otherwise exempt by law.

For specific information about attendance including the types of absences as well as guidelines and responsibilities for make-up work, *please refer to the Charlotte County Public Schools [Code of Student Conduct](#).*

CURRICULUM AND INSTRUCTION [F.S. 1003.4156]

Charlotte County Public Schools provides all courses required for middle grades promotion and provides appropriate instruction designed to ensure that students meet State Board of Education adopted standards. There shall be instruction in every subject matter, field, topic or specific area required by law in accordance with the Florida Statutes and the Florida Department of Education. High school courses may be offered to middle school students who meet the appropriate entrance requirements. Students in grades 6 - 8 will be provided instruction at their appropriate instructional level(s).

Course of Study Requirements

Pursuant to [F.S. 1003.4156](#), to be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent

upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- Three middle grades or higher courses in social studies, one-semester of which must include civics education course that includes the roles and responsibilities of federal, state, and local governments. Each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
- One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student, must emphasize the importance of entrepreneurship skills, and must emphasize technology or the application of technology in career fields. MyCareerShines career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan. This is the tool that is used and implemented within the career planning course. *Please access MyCareerShines at the following link:*
<https://www.floridashines.org/find-a-career/mycareershines>.
- One (1) semester in physical education each year unless a district waiver is secured.

A variety of exploratory experiences may be offered by schools including, but not limited to, the following:

- Applied Technology
- Art
- Band
- Chorus
- Computer Literacy
- Drama
- Spanish
- Health

Career and Technical Education

Charlotte County Public Schools offers many career and technical education programs for students in the middle schools that will afford students the opportunities to earn valuable industry certifications. Secondary schools offering career-themed courses, as defined in F.S. 1003.493(1)(b), and career and professional academies shall be coordinated with the relevant and appropriate industry to prepare a student for further education or for employment in that industry. Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- Within an industry that addresses a critical local or statewide economic need,
- Linked to an occupation that is included in the workforce system's targeted occupation list, or
- Linked to an occupation that is identified as emerging.

The industry certifications offered at the middle schools will prepare students with the technology skills needed to be successful in high school. For additional information regarding specific middle school career academies and industry certification sequence, please review the course offerings for each middle school by contacting the school directly.

Grade-Level Classification Requirements

Student grade level classification at the end of the first semester will determine which grade level Florida Standards Assessment (FSA) or Florida Standards Alternate Assessment (FSAA) is administered.

- Classification for 6th grade – promotion from 5th grade
- Classification for 7th grade – successful completion of 6th grade language arts, mathematics, science, and social studies
- Classification for 8th grade – successful completion of 7th grade language arts, mathematics, science, and social studies

Additional requirements include the following:

- Completion of one course in career and education planning, and
- The equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8, unless a student is eligible for a state-approved waiver.

Placement from Accredited Schools in Grades 6-8

Students enrolling in grades 6-8 from an accredited public, private, or charter school shall be placed in a grade consistent with the recommendations of the sending school and the support information provided that documents student progress and mastery of standards.

Placement from Home Education or Unaccredited Schools in Grades 6-8

Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. Should there be reasonable suspicion of a student's grades, initial assessments may be required to determine grade placement.

Homework

Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines tailored to its student population including a system for reviewing homework in an effort to promote learning. The following guiding principles regarding homework shall be considered:

- Homework is designed as an extension of school class work for the purpose of practice and reinforcement of classroom learning.
- Homework is purposeful and meaningful.
- Students should be able to successfully complete homework independently.
- There is a system for reviewing homework assignments that promotes learning.
- Parents shall be fully informed of the school's homework policy.
- It is expected that parents will instill in their children the responsibility to see that homework is completed and returned.

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollick (2001) identifies nine (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. **Homework and practice**
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework:

1. The significance of homework on student achievement
2. The purposes for homework - *Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) practice or rehearse, to begin (2) preparation for the introduction of new content, or to (3) deepen knowledge and understanding (Marzano, 2001).*
3. The importance of providing feedback to students - *According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points (Marzano, 2001). When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. It is recommended that teachers check and discuss homework to gather data and reteach as necessary.*
4. Parental involvement

ASSESSMENTS, INSTRUCTIONAL SUPPORT, AND PROGRESS MONITORING [F.S. 1008.22, 1008.25]

Assessments

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

Participation in the statewide testing program, which consists of the Florida Standards Assessments (FSA), Next Generation Sunshine State Standards (NGSSS), State End-of-Course (EOC) assessments and Florida Standards Alternate Assessments (FSAA) is mandatory for all K-12 students attending public schools.

In order to meet the state mandated requirements for assessment, the following required state and research-based district assessments are used at the middle school level to help determine student achievement. Each student must participate in statewide assessments unless exempt under certain criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

Required Assessments in Middle School:

GRADE	SUBJECT	STATE	DISTRICT
6 th	English Language Arts	FSA	i-Ready
	Math	FSA	i-Ready
7 th	English Language Arts	FSA	i-Ready
	Math	FSA	i-Ready
	Social Studies	Civics EOC (30%)	USA Test Prep
8 th	English Language Arts	FSA	i-Ready
	Math	FSA	i-Ready
	Algebra 1/Alg.1 honors	EOC (30%)	USA Test Prep
	Science	Statewide Science Assessment	USA Test Prep

In all middle school courses, students will take a district or teacher-made midterm and it will count as 20% of the first semester grade and a district or teacher-made final exam that will be 20% of the second semester grade. Middle school students take the state End-of Course (EOC) assessment in Civics and it will be 30% of the final grade in the course.

Middle school students taking Algebra I, Geometry, Algebra II, Biology 1 or U.S. History must take the EOC and it will be 30% of the final grade in the course. These students are not required to take the corresponding standard subject and grade-level Florida Standard Assessment (FSA). Passing the Algebra I EOC is a graduation requirement. Students with disabilities may qualify for an EOC waiver.

Algebra 1 EOC Information:

Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for a middle school Algebra 1 student.

COURSE	EOC	<i>The EOC is always 30% of the final grade & the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</i>
Passes	Fails	<ul style="list-style-type: none">• The final course grade is included in the GPA• Credit in the course is awarded• The student must retake and pass the EOC to fulfil graduation requirements
Fails	Passes	<ul style="list-style-type: none">• The final course grade is included in the GPA• Credit in the course is awarded• If the student retakes the course through grade forgiveness (C, D, or F in the course), the existing EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.
Fails	Fails	<ul style="list-style-type: none">• The final course grade is included in the GPA• The student must retake and pass the EOC to fulfil graduation requirements

State Assessments for Transfer Students:

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement. If a student transfers into a Florida middle school from out of country, out of state, a private school, or a home school, and the student’s transcript shows credit received in algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score or passed a statewide assessment in algebra I administered by the transferring entity. If a transfer student’s transcript shows a final course grade and course credit in algebra I, geometry, biology I or United States history, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

Instructional Support

Each student who does not meet specific levels of performance in English Language Arts or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Support and intervention shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

All instructional support shall include effective, research-based, standards-driven instruction. Instructional support in English Language Arts shall be continued until a student’s reading and/or writing deficiency is remediated and shall include the following components:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring

Placement in Intensive Reading [F.S.1008.25]

Middle Schools will provide targeted instructional support for students with identified deficiencies in English Language Arts.

*Note: Remedial instruction is not in lieu of ELA course completion requirements for promotion.

For each year in which a student scores at Level 1 or 2 on the Florida Standards Assessment (FSA) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student’s specific reading needs. Any student in any grade who is identified as having a deficiency in reading must participate in school-wide progress monitoring. Progress monitoring must occur 3 times per year. Intensive Reading courses shall be designed and offered pursuant to the District’s K-12 Comprehensive Reading Plan. *Please refer to the section on reading support in the District’s [K-12 Comprehensive Reading Plan](#).*

Instructional Support for Math [F.S.1008.25]

Middle Schools will provide targeted instructional support for students with identified deficiencies in Mathematics.

For each year in which a student scores at Level 1 or Level 2 on FSA for mathematics, the student may receive support the following year. Support may be provided within the student’s regularly scheduled math class or through an Intensive Math course. The school-wide plan must contain the following elements:

- Additional diagnostic assessment;
- Identification of the specific diagnosed academic needs to be remediated;
- Identification of the success-based and/or research-based strategies to be used;
- Identification of how, when, how often, by whom and how long intensive remedial instruction is to be provided; and
- Identification of monitoring and re-evaluation activities to be employed.

Students will be reassessed at the end of the remediation period to determine if the district and/or state mastery of standards level in designated area(s) has been attained. Remediation must take into account a student’s learning style.

Assessments and Grade Level Performance (reading and math support)

GRADE	SUBJECT	STATE	DISTRICT
6TH	English Language Arts Math	FSA Scoring at Levels 1 or 2 in grade 5 (required)	i-Ready, Teacher formative & summative assessments
7TH	English Language Arts Math	FSA Scoring at Levels 1 or 2 in grade 6 (required)	i-Ready, Teacher formative & summative assessments
8TH	English Language Arts Math	FSA Scoring at Levels 1 or 2 in grade 7 (required)	i-Ready, Teacher formative & summative assessments

Please refer to the individual school’s School Improvement Plan for more specific information.

Middle School Early Warning System Indicators

Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Senate Bill 850 and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services.

Middle School Early Warning System Indicators

On-Track Indicators	Course Performance	FSA	GPA	Attendance	Behavior
On-Track <hr/> <i>Per Quarter</i> <hr/> <i>Per Year</i>	C or better in all classes	Math & ELA Level 3 or higher	2.5 or higher	0 to 2 absences in a quarter <hr/> 4% or less absences in a year	0 Office Discipline Referrals (ODRs) in a quarter <hr/> 2 or fewer ODRs in a year
At-Risk for Off-Track <hr/> <i>Per Quarter</i> <hr/> <i>Per Year</i>	One (1) or more D in any class	Level 2	2.0 to 2.49	3 to 4 absences in a quarter <hr/> 5% - 9% absences in a year	1 ODR in a quarter <hr/> 3 ODRs in a year
On-Track <hr/> <i>Per Quarter</i> <hr/> <i>Per Year</i>	Failing one (1) or more core classes (F)	Level 1	Less than 2.0	5 or more absences in a quarter <hr/> 10% or more absences in a year	1 or more suspensions (ISS or OSS)

Progress Monitoring [F.S.1008.25]

One of three types of progress monitoring shall be developed for any student not meeting district or state proficiency levels in reading, writing, science, social studies or math. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring from which to choose are as follows:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and

- the monitoring and reevaluation activities to be employed.

GRADING AND REPORTING PROCEDURES

Charlotte County Public Schools offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Charlotte County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

Grading Criteria

Middle school students shall be expected to demonstrate achievement of the essential concepts (Florida Standards) in the core subject areas. Student progress reporting will include mastery of standards data in English Language Arts, mathematics, science, and social studies. Key points regarding grading criteria include the following:

- Grading criteria must be based on a variety of learning activities and assessments which may include the following:
 - Classroom work
 - Projects/presentations
 - Summative assessments – *assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. These assessments indicate mastery of benchmarks and standards. Examples of summative assessments include:*
 - Chapter tests
 - Quizzes
 - Performance assessments evaluated by a rubric shared with students
 - Formative assessments – *assessments which are frequent, in-progress checks for understanding, on a regular basis used to inform instruction, to provide ongoing and helpful feedback, to alert teachers to what challenges students are still facing, and to inform students about where they are in relation to mastery of the standard. Examples of formative assessments include:*
 - Guided and independent practice activities – classwork and homework
 - Workbook exercises as a direct follow-up to instruction
 - Quizzes to spot-check for understanding
 - Observing students at work and noting progress or need for re-teaching
 - Students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction)
 - Observations
 - Portfolios
 - Other relevant information.
- All of the above provide opportunities for all students to demonstrate mastery of course-specific benchmarks and standards as outlined in the state course descriptions. Student progress reporting will include mastery of standards data in ELA, mathematics, social studies, and science.
- Conduct and effort reflect student work habits, not academic achievement of course-specific benchmarks and standards, and therefore should not be included in the academic grade.
- Students must be advised of the grading criteria used in the school and in class at the beginning of the course of study. Grading criteria is to be addressed in all course syllabi.

State Grading Scale [F.S.1003.437]

Charlotte County Public Schools adheres to the following grading scale which is used in all middle and high schools:

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

Grade Point Average

- To determine the grade point average (GPA), the total number of quality points for a marking period is divided by the total number of letter grades in the marking period.
- To determine the cumulative GPA, the total number of quality points for all courses are added, and the sum is divided by the total number of letter grades represented.

Grade Point Average and Interscholastic Activities

To be eligible to participate in interscholastic activities, a student will need an overall Grade Point Average of 2.0 or above for the preceding grading period. *For more information, please refer to the Student Progression Plan ~ Introduction.*

Semester Exams

Middle school students take a midterm assessment at the end of semester one and a final exam at the end of the semester two in courses that do not have a state End-of-Course (EOC) Assessment. Semester exams are based on subject performance standards. Semester grades and credit of courses having a state standardized EOC assessment are not determined until the results of the state standardized EOC assessment are received by the district.

Semester Grades

Semester grades are determined as follows:

First nine weeks	40%
Second nine weeks	40%
Semester exam	20%

The process is repeated for the second semester.

Grades for courses having a state standardized EOC assessment and high school courses taken in middle school have the same percentages as high schools as follows:

First nine weeks	35%
Second nine weeks	35%
Semester exam	30%

Course Recovery/Credit Retrieval Grading

Middle school students have an opportunity to achieve successful course completions after failing a course through participation in virtual courses, the summer credit retrieval program (when offered) or through the before, during, or after school credit retrieval program(s) throughout the school year (when offered).

Students earning credit via credit retrieval shall earn one of two grades if they successfully complete their coursework:

A grade of "D," if the level of work results in a percentage of 60-69 percent.

A grade of "C," if the level of work results in a percentage of 70 percent or higher.

Grade Forgiveness of High School Credit by Middle School Students [F.S.1003.4282]

Grade forgiveness exists for students in the middle schools who take any high school course for high school credit and earns a grade of "C," "D," or "F". In such case, the district must allow the replacement of the grade with 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.
- The original course and grade will still be reported on the transcript.
- Any course grade not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average.
- For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript and will be used in the calculation of the high school grade point average and for Bright Futures.

Second Chance Option

For courses provided on a full-year basis, if a student fails the first semester, a full-year credit can be earned under the following conditions;

- The student earns a "C" or higher for each of the third and fourth quarters; and
- The student earns a "C" or higher on the second semester exam

Reporting Student Progress [F.S.1008.25]

Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on School Portal using the same ID and password as for FOCUS. The software will automatically translate all communications to a family's native language allowing greater collaboration with teachers. Student data is displayed in a meaningful way as the student progresses towards college and career readiness.

Interim progress reports shall be issued to all students at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

Report Cards [F.S.1003.33]

It is the firm belief of Charlotte County Public Schools that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Good communication is informative, purposeful and ongoing. It should include the following:

- Interim reports at the 4 ½ week period for all students;
- Interim reporting - daily, weekly, or on an “as needed basis” for students performing below grade level;
- Report cards which clearly depict and evaluate the following:
 - The student’s mastery of Florida Standards
 - The student’s attendance, including absences and tardies
 - The student’s conduct and behavior
 - Indication to parents when a student is working at a level below that expected for his/her assigned grade placement
 - Grades which reflect
 - mastery of performance standards as outlined in the state course descriptions
 - mastery of standards’ levels in reading, writing, mathematics, social studies and science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for master of standards in reading, writing, mathematics, social studies and science, based on results of district and state wide testing; and
- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.

PROMOTION AND RETENTION [F.S. 1003.4156, 1008.25(2)(b)]

Promotion Requirements ~ Q&A

1) *What are the requirements for a student to be promoted from grade eight to grade nine?*

In order for a student to be promoted from grade eight to grade nine, a student must successfully complete courses in the following areas:

- Three middle school or higher courses in
 - English Language Arts (ELA)
 - Mathematics
 - Science
 - Social studies, one semester of which must include the study of state and federal government and civics education

Beginning with students entering sixth grade in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution.

- Beginning with the 2013-2014 school year, each student’s performance on the statewide, standardized assessment in civics education required under [F.S. 1008.22](#) constitutes 30 percent of the final course grade; and
- A middle grades student who transfers into the state’s public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term

of grade eight is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC assessment, and the results of the EOC assessment must constitute 30% of the course grade.

- One of the state-approved courses in career and education planning

2) *What are the physical education requirements for a middle grades student?*

One semester of physical education is required each year for middle grades students as required by [F.S. 1003.455](#). The following waiver options are available.

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that
 - the parent requests that the student enroll in another course from among those courses offered as options by the school district, or
 - the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

3) *How do middle grades students earn high school Algebra I credit?*

Middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle grades student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit or be promoted to high school. Beginning with the 2013-2014 school year and thereafter, a middle grades student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.

4) *If a middle grades student takes Algebra I, is the student required to pass the Algebra I EOC assessment in order to earn a standard diploma?*

Yes.

5) *What are the requirements of middle grades students enrolled in high school Geometry or Biology I to earn high school credit?*

Middle grades students enrolled in high school Geometry or Biology I must take the EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- 6) *Must middle grades students enrolled in high school Biology I and/or Geometry pass the EOC assessment to qualify for a standard high school diploma scholar designation?*

Yes. Middle grades students must pass the EOC assessment to qualify for a standard high school diploma scholar designation.

- 7) *Do middle grades students need to pass the Civics EOC assessment in order to be promoted to grade nine?*

No. A student's results on the Civics EOC assessment constitutes 30 percent of the student's final course grade. However, the middle grades student must pass the civics course in order to be promoted to grade nine.

- 8) *Are middle grades students who are enrolled in Algebra I, Geometry or Biology I required to be double tested with both the EOC assessment and the corresponding subject and grade level statewide, standardized assessment?*

No. Middle grades students must take the statewide, standardized EOC assessment for those courses and shall not be required to take the corresponding subject and grade level statewide, standardized assessment.

- 9) *Can a middle grades student earn high school course credit through the Credit Acceleration Program (CAP) specified in [F.S. 1003.4295\(3\)](#)?*

Yes. A middle grades student who is enrolled in a high school level Algebra I, Geometry, Biology I, U.S. History or Algebra II course may take the corresponding EOC assessment and earn high school credit by earning a passing score. *The Civics course required for middle school promotion to high school cannot utilize CAP.

- 10) *What are the requirements for the middle grades career and education planning course that must be completed?*

The middle grades career and education planning course must include the following:

- Be Internet-based, easy to use and customizable to each student;
- Include research-based assessments to assist students in determining educational career options and goals;
- Result in a completed personalized academic and career plan for the student;
- Emphasize the importance of entrepreneurship skills;
- Emphasize technology or the application of technology in career fields; and

The required personalized academic and career plan for the student must inform the student of the following:

- High school graduation requirements, including a detailed explanation of the diploma designations options
- High school assessment and college entrance test requirements;
- Florida Bright Futures Scholarship requirements;
- State University and Florida College System institution requirements;
- Available opportunities to earn college credit in high school including, when available,
 - Advanced Placement (AP) courses
 - International Baccalaureate (IB) Program
 - Advanced International Certificate of Education (AICE) Program
 - Dual enrollment (including career dual enrollment); and

- Available career education courses (including career-themed courses and courses that lead to industry certification)

Promotion and Retention Between Grade Levels

Successful course completion is defined as passing a core course with a grade of “D” or better.

For promotion from 6th to 7th grade, students must successfully complete two full core academic courses (English Language Arts, Mathematics, Social Studies, Science). Students who fail more than two of the four core academic courses will be retained.

For promotion from 7th to 8th grade, students must successfully complete three full core academic courses and have no 6th grade missing core courses.

Students in grade 6 or 7 who fail two of the four core academic courses must attend the summer credit retrieval program to recover one or more of the courses or be retained.

The Principal has the authority to conditionally promote students in grade 6 or 7 to the next grade upon successful completion of one failed course during the summer credit retrieval program. These students are expected to be enrolled in course recovery for the second failed course during the next school year. Again, grade 7 students must successfully complete all grade 6 core academic courses to be promoted to grade 8.

Grade 8 students may not be promoted to grade 9 until they have successfully passed all twelve middle grades core courses (which includes Civics) or higher. Students in grade 8 who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding summer credit retrieval and/or remediation programs (if available), virtual school options, etc. Academic counseling must include contact with the parent(s) or guardian(s) of the student.

Grade 8 students missing only one course or several courses to qualify for high school, who do not successfully retrieve the credit(s) during the summer, will maintain their status as an 8th grade student at their middle school of enrollment and will repeat the missing middle school courses at the middle school.

The Principal has the authority to determine final placement of students grades 6 through 8.

- Promotion to the next grade shall be based upon a student making adequate progress and demonstrating an appropriate level of achievement of the essential concepts in the academic core.
- Student performance must be judged on the basis of a number of measures taken over time (refer to the section on *Grading Criteria*).
- Pursuant to [F.S. 1008.25\(6\)\(a\)](#), no student can be assigned a grade level based solely on age or other factors that constitute social promotion.
- A student who scores below a Level 2 on the FSA ELA assessment and whose academic progress is inadequate, as determined by the principal, must attend the summer reading program (if offered) in order to be considered for promotion. This includes promotion to high school.

Note: Credit retrieval of failed core courses must take place as soon as possible. If a student fails any semester of a core class, the student may be promoted to the next grade level if the student enrolls and is successful in the summer credit retrieval program, (when offered) and as well as the before, during, or after school credit retrieval program.

Mid-Year Promotion

In Middle School, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four core grade academic requirements of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level Florida Standards Assessment (FSA) is administered.

Decisions to promote a grade 8 retained student to 9th grade, prior to the end of the first semester, must be made between the school's Principal and the Assistant Superintendent for Learning, or designee.

Performance Based Course Completion/Project PASS

Successful course completion can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for dropout prevention at The Academy, a grade 9-12 alternative high school. Project PASS (Pathways to Achieve Student Success) is an educational alternative program for middle school students at The Academy.

Students in Project PASS are 1-3 years behind in grade, may have many skill deficiencies, and may have failed multiple middle school courses.

The goal of the Project PASS program is to assist students to complete middle school courses, to acquire the necessary skills for high school success, and to assist students in "catching up" whenever possible to their peer group. In many cases, students enter high school with some completed high school credits. Some students attend The Academy's high school classes or enroll in virtual coursework for high school credit.

It is essential that students master the middle grades concepts in order to be successful in high school. For this reason, the length of time a student spends in the Project PASS program will depend on his or her needs and not on a pre-determined calendar. Students may spend as little as one semester or up to 2 years in the program as they master the material and prepare themselves for what lies ahead. Students who are not able to complete middle school requirements after 2 years in Project PASS will be referred to other more appropriate programs.

Students and parents are invited to interview for admission to Project PASS with The Academy's Principal. Once students are selected, The Academy staff conduct thorough reviews of students' transcripts, cum folders, 504 plans, and IEPs plans. All Project PASS students will take the TABE test in the first 2 weeks of school to determine their grade level ability in all of the core subject areas with approved accommodations as determined by 504 and IEP plans.

Students are tentatively assigned to one of three cohorts based on the length of time it is anticipated they will need to be enrolled in the Project PASS program.

Cohort A

Students in this group have taken all 6th and 7th grade required core courses at least once and have demonstrated their ability through TABE testing results to work on an 8th grade level in most or all classes. It is anticipated that they will be able to earn or demonstrate mastery of missing credits within one semester and move on to high school in The Academy in January either full time or part time while finishing up 8th grade requirements.

Cohort B

Students in this group have not demonstrated 8th grade level ability in most courses based on TABE test

results. It is anticipated that they will remain in the Project PASS program for 1-1 ½ years as they earn and/or demonstrate mastery of missing credits. No student can be assigned a grade level based solely on age or other factors that constitute social promotion.

Cohort C

Students in this group begin their Project PASS experience at the start of the 2nd semester in January. These students will also take the TABE test upon entering the program and TABE testing results will determine if students work on 8th grade curriculum to possibly finish middle school by the end of the year and begin 9th grade in August of the following year. Others who need to complete courses they have not mastered may continue in the Project PASS program the next year, staying for either the 1st or both semesters during the next school year.

NOTE: Project PASS students who are pregnant and/or parenting may choose to participate in the HOPE Teenage Parent Program at any time.

Support:

Students who score at a level 1 or 2 on the FSA English Language Arts assessment must take a 90-minute block of classes for remediation. This will be satisfied by taking Intensive ELA for 45 minutes and Intensive Reading for 45 minutes. These students will be required to stay in these courses for the full year and will not have the opportunity to take English I during the 2nd semester, regardless of the cohort in which they are placed.

Students who score at a level 1 on the FSA Math assessment must take a class which includes remediation strategies. This class can be a separate Intensive Math class, or the remediation can be incorporated into the regular math class. Students who score a level 2 on the FSA Math assessment may take the remedial math (either as a separate class or incorporated) depending on need.

Students enrolled in Project PASS may also make up failed courses by attending summer school and after school credit retrieval opportunities upon availability.

Middle school completion requires the student to demonstrate mastery of the four core courses for each grade level (6-8th) for a total of 12 course completions. The courses required are Language Arts, Math, Science, and Social Studies. Mastery of these courses may be demonstrated as follows:

1. Student takes the course and earns a passing grade of "D" or better.*
2. A student who has already taken a course, but did not receive a passing grade, earns a passing grade of "D" or better on the cumulative exam.
3. A student takes the TABE test and demonstrates mastery of grade level courses (failed courses will be given a grade of "D").
4. A student who fails the first semester of a full year course but earns a "C" or better in the second semester, and successfully passes the end of course exam, will earn a passing grade of "D" for the first semester.

*Students who have not taken a course previously MUST do option 1 and take the course, even if they are able to demonstrate mastery.

Most courses are 90 – minute blocks of instruction which allow students to complete a full year's

worth of credit within one semester. Students who successfully complete a course during the 1st semester can move on to the next course in the progression during the 2nd semester. Students who do not successfully complete a course during the 1st semester have the additional time during the 2nd semester to show mastery of those skills. In addition, while completing their middle school credits, students may also have the opportunity to earn high school credits (both core and electives) giving them a “head start” when they enter high school.

Students are provided a course tracking sheet when they enter the Project PASS program to keep track of completed and missing credits. The required middle school courses are as follows:

GRADE 6	GRADE 7	GRADE 8
• M/J Math 1	• M/J Math 2	• M/J Math 3*
• M/J Language Arts 1	• M/J Language Arts 2	• M/J Language Arts 3
• M/J Earth/Space	• M/J Life Science	• M/J Physical Science
• M/J World History	• Civics	• M/J U.S. History

*A student may substitute Algebra 1A/1B for high school credit instead of M/J Math 3 if he or she has demonstrated advanced math ability and has received a recommendation by a teacher or certified school counselor.

Students who have not completed their PE requirements for middle school will be given a waiver upon entry into Project PASS.

In addition to core academic course credit, students may earn high school credits while enrolled in the Project PASS program to include the following:

- HOPE (Graduation Requirement) – 1 full credit
- CTC Career Courses (9 weeks each) – ½ credit
- Drama or other performing arts course (Graduation Requirement) – ½ credit
- Weightlifting – ½ credit
- Leadership – ½ credit
- Journalism – ½ credit

State Assessments:

Project PASS students will take all required state assessments based on their current grade level work. Project PASS students who are enrolled in 9th grade English will take the 9th grade ELA assessment.

Progress Monitoring:

Every 9 weeks, middle school course completion progress is reviewed using an academic portfolio, which includes grades, attendance, behavior, and work habits. In addition, progress will be determined based on iReady and/or USA Test Prep results. Every semester, student goals are reviewed and updated, and adjustments are made to class schedules. If a student demonstrates readiness for more high school classwork, he or she may transition to The Academy at the semester. Transitions to the other high schools only occur at the start of a new school year.

Progression to High School:

All Project PASS program students participate in meetings with staff and parent/guardians to review progress made. These student-led conferences may occur at the semester to transfer to The Academy, or they may occur at the end of the year for entry into their high school of choice. Future goals and school placement decisions are made at the time of the conference and may result in one of the following outcomes:

- Student enrolls at The Academy, possibly also taking classes at the CTC and/or special interest electives
- Student enrolls at home high school
- Student enrolls in summer school (if available) and may transition to high school of choice in the fall
- Student enrolls in summer school (if available) and continues in the Project PASS program for the 1st semester of the following year
- Student enrolls in SNAP (if 16+ and not engaged in school) or has been in Project PASS for 2 years
- Student is placed in the SEA disciplinary program by the SERT committee for completion of behavioral levels

While most students will be encouraged to attend their home high schools after completing the Project PASS program, students may apply at The Academy and will be considered on a case-by-case basis upon completion of the interview process.

Project PASS students who enter their home high school in the fall must have a “freshman” year in order to be associated with a specific year’s graduation requirements. Therefore, students who have already earned high school credits from The Academy will enter as freshmen in the fall. At the end of the 1st semester of high school, credits will be re-evaluated by the Certified School Counselor to determine if a student should remain in 9th grade or advance to 10th grade.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) - MIDDLE SCHOOL OPTIONS [F.S. 1002.3105]

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects including dual enrollment for students who are eligible, and the Credit Acceleration Program. ACCEL options do not supersede promotion requirements. Program specifics are available through each school’s guidance department. Such placement shall be made after review by guidance personnel and administration. Students who are enrolled in an accelerated above grade level course must take the state and district assessments associated with that course.

Earning High School Credit for Graduation [F.S. 1003.4156, 1008.25(2)(b)]

Middle school students may earn credit toward high school graduation under the following conditions:

- Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site;
- The courses are listed in the Florida *Course Code Directory* and meet high school requirements;
- Courses are offered for the same number of hours of instruction as currently offered at the high school;
- Students demonstrate mastery of district and state course performance standards; and
- Placement of grades to the high school transcript is as follows:

- All grades earned must be placed on the high school transcript;
- Students who earn a grade of “C,” “D,” or “F” will have the opportunity for grade forgiveness by retaking the same course or a comparable course in high school; and
- If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation. The original course and grade will still be reported on the transcript.

Credit Acceleration Program (CAP) [F.S. 1003.4295]

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include algebra I, algebra II, geometry, biology and U.S. history. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. Middle school students interested in this option must confer with their counselor. The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.

TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]

For more information, please refer to the 2016-2017 Student Progression Plan ~ Introduction.