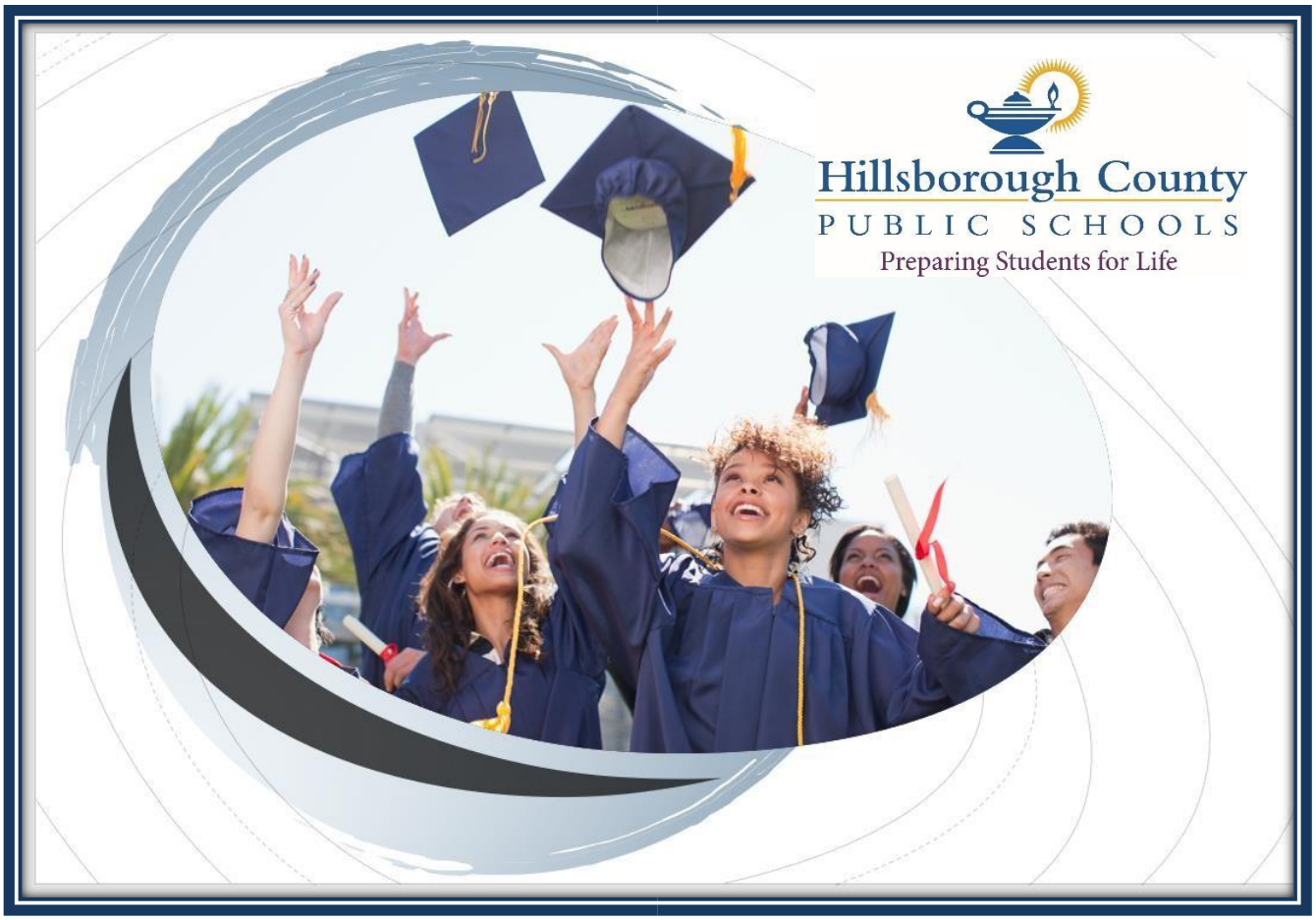


Hillsborough County Public Schools

Student Progression Plan

October 6, 2026

Vision

Together, we strive to instill lifelong learning and success through our shared dedication to fostering each student's full potential.

Mission

Our mission is to cultivate an educational environment that prioritizes a culture of accountability and support among all stakeholders, promotes growth and well-being for every individual within a safe, respectful, and collaborative community, and fosters a spirit of lifelong learning and excellence.

School Board Members

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District 6

Nadia Combs, Vice Chair
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District 7

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District 4

Henry "Shake" Washington
District 2

Superintendent of Schools
Van Ayres

Continuous Notification of Nondiscrimination

Pursuant to Title VI, Title IX, Section 504/Title II and other civil rights regulations, the School District of Hillsborough County does not discriminate nor tolerate harassment on the basis of race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, age, disability, marital status, genetic information or pregnancy in its educational programs, services or activities, or in its hiring or employment practices; and it will take immediate action to eliminate such harassment, prevent its recurrence, and address its effects. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pansy Houghton, Executive Officer, Compliance, (813) 272-4000, pansy.houghton@hcps.net; 901 East Kennedy Boulevard, Tampa, FL 33602.

Student Progression Plan Review Committee

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David Brown, Principal, Robinson High School
Matthew Hoff, General Manger Information Technology
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Cynthia Crim, Principal Palm River Elementary School
Allison Edgecomb, Supervisor Generalist, Middle School, Teaching and Learning
Darrell Faber, Director, Workforce and Continuing Education
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Benita Holmes, School Counselor, Lennard High School
Chris Jargo, Director, Career and Technical Education
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Carolyn Kriete, Teacher, Lewis Elementary School
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General Statements

Vision and Mission

Together, we strive to instill lifelong learning and success through our shared dedication to fostering each student's full potential.

Our mission is to cultivate an educational environment that prioritizes a culture of accountability and support among all stakeholders, promotes growth and well-being for every individual within a safe, respectful, and collaborative community, and fosters a spirit of lifelong learning and excellence.

Student Progression

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the State Board. The student progression plan in Hillsborough County Public Schools (HCPS) is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

All procedures listed in this Student Progression Plan are subject to change due to Hillsborough County School Board action, legislative requirements, or Board approved site level School Improvement Plans. Students and parents or guardians will be notified when such changes occur.

Charter schools under contract with the School Board may adopt the HCPS Student Progression Plan or develop an independent plan consistent with the provisions of the charter application and Florida statute to include all state graduation requirements. Charter schools are independent public schools operated by non-profit organizations which function as the governing board. The charter board assumes responsibility for hiring teachers, designing the academic program, and adopting curriculum aligned with the Florida standards.

Required Instructional Time

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

Florida Education Equity Act

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

Racial Equity Policy

The Racial Equity Board Policy 2260.03 includes the following expectations pertaining to teaching and learning.

HCPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

- ensuring a positive and academically rigorous school environment that engages ALL students,
- collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum, and assessments, and
- eliminating practices that lead to the over or under representation of any student racial/ethnic group compared to peers.

Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English language arts (ELA) and Mathematics for grades K-12 and the Next Generation Sunshine State Standards (NGSSS) reflect the foundational expectations of what students should know and be able to do in each grade level. Instruction is designed to ensure that students meet these standards in all applicable subjects. Schools provide all courses required for elementary and middle grades promotion, as well as high school graduation. (F.S.1003.42) (Refer to the Florida Department of Education (FLDOE) website for additional information.)

State Required Instruction

The following required instruction is embedded in K-12 course of study, where age appropriate and consistent with course standards. (F.S. 1003.42)

- History of the United States
- Declaration of Independence
- Constitution of the United States
- Republican Form of Government as embodied in the Federalist Papers
- Civil Government
- Free Enterprise to the United States Economy
- History of the State of Florida
- History and Contributions of African Americans
- History of Asian Americans and Pacific Islanders
- Victims of Communism Day
- Hispanic Contributions to the United States
- Women's Contributions to the United States
- History of the Holocaust
- Character Development
- Patriotism and Sacrifices of Veterans and Medal of Honor Recipients
- Flag Education
- Kindness to Animals
- Principles of Agriculture
- Conservation of Natural Resources
- Comprehensive Health Education
- Effects of Alcohol and Narcotics

Comprehensive health education addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. State board rule further specifies that comprehensive health education must annually include:

- five hours of instruction related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse for students in grades 6-12 (Rule 6A-1.094121, F.A.C.),
- instruction related to youth substance use and abuse health education in grades K-12 (Rule 6A-1.094122, F.A.C.); and
- instruction related to child trafficking prevention and awareness in grades K-12 (Rule 6A-1.094123, F.A.C.).

Students may be exempted from the comprehensive health components that include reproductive health or the symptoms, development, and treatment of any disease, including HIV and AIDS, when requested by a parent in writing. A student who is exempted will not be penalized because of the exemption.

Assessment and Intervention

1. Each student must participate in the statewide, standardized assessment program required under F.S 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). (Refer to the *English Language Learners and the Exceptional Student, Assessment* sections for additional information. (F.S. 1008.22)

2. Students who score below level 3 on the statewide, standardized English Language Arts (ELA) and/or mathematics assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25) Beginning with the 2020-2021 school year, teachers providing Tier 3 intensive reading intervention, as defined by the HCPS K12 Comprehensive Evidence Based Reading Plan, are required to be reading certified or endorsed (F.S 1011.62). Therefore, HCPS students meeting the Tier 3 criteria are required to be scheduled in an appropriate reading course.

3. A student who is not meeting the requirements for satisfactory performance in ELA and/or mathematics must be provided one of the following plans:

    - a school-wide system of progress monitoring,
    - an individualized progress-monitoring plan, or
    - a federally required student plan, such as an Individual Educational Plan.

4. A student who is not meeting the requirements for satisfactory performance in ELA and/or mathematics on the statewide, standardized assessment(s) must be provided one of the following, through a school-wide system of progress monitoring: an individualized progress-monitoring plan or a federally required student plan, such as an Individual Educational Plan. A student who scores a level 4 or 5 on the statewide, standardized ELA and mathematics assessments may be exempted from participation in the school-wide system of progress monitoring.

Progress Monitoring

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

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

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

A written annual report indicating the progress of each student towards achieving expectations for proficiency in English language arts, mathematics, science, and social studies including the student's results on each statewide, standardized assessment is provided to the parent or guardian. (F.S.1008.25(8)(a))

Annual Report to Parents

The School Board reports annually the following information on the HCPS website:

- provisions of the law relating to public school student progression and procedures for student retention and promotion,
- number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment,
- number and percentage of all students retained in kindergarten through grade 12, and

- number of students who were promoted from grade 3 students for good cause by each category of the good cause exemption. (F.S.1008.25(8)(b))

Promotion and Grade Placement

District policy, state board rules, and statutes place the responsibility for decisions regarding student placement including retention, administrative, and accelerated placement primarily with the principal and the School Placement Committee. Students may not be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S.1008.25). Grade level placement decisions are made with consideration of the following indicators:

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

Refer to Elementary and Middle, Promotion Requirements and High School, Promotion and Grade Level Placement sections for additional information.

Grade Placement Exceptions

1. The School Placement Committee is responsible for reviewing the academic record for students who do not meet the promotion requirements or who have more than one prior retention. This committee includes the principal and/or assistant principal, school counselors, and teachers, with input from the English Language Learners (ELL) Committee and the Individual Educational Plan (IEP) Team, when applicable.

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

    b. Grade placement decisions for English language learners are made with input from the ELL Committee. (Refer to *English Language Learner* section for additional information.)

2. The principal at the current school in collaboration with the principal at the next school, if applicable, is responsible for determining the student's grade placement with consideration of parent/guardian input and the School Placement Committee's recommendation. If there is not consensus regarding a placement involving more than one school or if the parent disagrees, the student should be referred by the current principal for a District Level Review to determine the final grade placement.

The placement of students is determined prior to the beginning of the school year except in extenuating circumstances.

Students who are placed in the next grade level through a school or district placement review will be considered administratively promoted. This placement requires students entering high school to earn a 2.0 grade point average (GPA) to meet National Collegiate Athletic Association (NCAA) requirements for participation in high school athletic programs. GPAs are calculated at the end of each semester.

Refer to the *High School, Grade Point Average* section and the FHSAA athletics guidelines for additional information.

Grade Placement for Transferring Students

The following grade placement guidance applies to students transferring to HCPS.

1. Students enrolling at the beginning of the school year with academic records documenting promotion are placed in the appropriate consecutive grade.

2. Students transferring within a school year with academic records are placed in a consistent grade. In cases where international academic records are presented, the bilingual school counseling services team evaluates credentials, recommends placement, and credit equivalency.

3. Students transferring with no obtainable academic records may be placed in the grade consistent with their age as of September 1 of the school year. (Refer to the Middle School, Transfer Courses and the High School, Course Credit sections for additional information.)

Refer to the *Elementary, Initial Placement* and the *High School, Promotion and Grade Level Placement*, *High School, Course Credit*, and *Home Education* sections for additional information.

Classroom Schedule Change Request

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

Early Childhood Programs

Early childhood programs are designed to provide developmentally appropriate, standards-based instruction for children under the age of five in preparation for kindergarten and are located at designated HCPS sites.

Specific program locations and enrollment requirements are available on the HCPS website. The parent or guardian must provide documentation of eligibility to enroll.

Head Start

Head Start is a federally funded, comprehensive child development program for at risk students. Eligibility is based on the child's age and family income.

Children must be three or four years of age on or before September 1 of the enrollment school year.

Family income must meet the criteria as published in the Federal Poverty Guidelines. In addition, children who are in foster care, homeless, or receiving public assistance through Temporary Assistance for Needy Families or Supplemental Security Income are also considered eligible for Head Start. Upon entry into the program, each child receives required screenings to assess overall health and developmental strengths and/or needs to include indications of delays or disabilities.

Prekindergarten Exceptional Student Education

The Primary Early Exceptional Preschool Services program (PEEPS) provides specialized instruction and interventions for children with a developmental delay or disability who are age three to five years old. The program is designed to increase inclusive opportunities and developmentally appropriate learning experiences for the youngest learners.

Interventions are embedded in the curriculum as appropriate for each child. The continuum of services may include the following options:

- part-time, walk-in services,
- itinerant in-home or private preschool services, and/or
- full-time classroom on-site services.

Voluntary Prekindergarten (VPK)

The Voluntary Prekindergarten Program (VPK) was implemented to give all 4-year-olds access to a quality prekindergarten experience. Students must reside in Florida and be 4 years of age on or before September 1 of the enrollment year.

A child who will be five years of age after February 1 and before September 2 is eligible for VPK or kindergarten if there was no prior enrollment in either program.

Parents have the option of enrolling eligible children in a school-year program (540 instructional hours) or a summer program (300 instructional hours). Seats are limited, and early application is encouraged.

If a VPK student scores below the 25th percentile on the final screening administration, they will be eligible for early literacy skill instructional support through a summer bridge program before participating in kindergarten.

Elementary Student Progression

Initial Placement

Kindergarten

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

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

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

Students who will be six years of age on or before February 1 of the school year are required to enroll and attend school. (F.S. 1003.21)

Grade 1

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

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

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

Grades 2 through 5

A student enrolling in grades 2 through 5 must provide a report card or other record indicating current academic performance, attendance, and grade level placement. The appropriate grade-level placement is determined based on a review of the student's record. The student's initial grade placement is subject to review based on academic progress during the first six weeks of enrollment. (Refer to the *Home Education* section for additional information.)

Student Progress Reporting

Report Cards

Report cards are distributed each grading period per the HCPS calendar, except when an alternate date is approved by a site's School Improvement Plan. Report card indicators include the following:

- academic progress in reading, written communication, mathematics, science, social studies, art, music, and physical education,
- attendance with the number of days present, absent, and tardy,
- expected behaviors, if improvement is needed, and
- grade level placement (final report card only).

A specialized report card is provided for students in grades K-5 who are provided instruction through NGSSS/FS Access Points. (Refer to *Exceptional Student Education, Grade Reporting* section.)

Academic Codes

Academic codes are used to indicate student achievement based on formal and informal assessments that may include oral questioning, student conferencing, student work, and written tests.

Grades K-2 Academic Progress Codes		Description
E	Excellent	Consistently demonstrates mastery and application of grade-level standards, concepts, and strategies taught during the grading period.
S	Satisfactory	Is progressing towards mastery and application of grade-level standards, concepts, and strategies taught during the grading period.
N	Needs Improvement/ More Time	Requires additional time or support to develop understanding of grade-level standards; targeted intervention may be needed. (Alert: Area of Concern for Promotion)
U	Unsatisfactory Progress	Has not yet demonstrated progress toward grade-level standards, concepts, and strategies taught during the grading period; targeted intervention is required. (Alert: Area of Concern for Promotion)

Grades 3-5 Academic Progress Codes		Description
A	Excellent	Consistently demonstrates mastery and application of grade-level standards, concepts, and strategies taught during the grading period.
B	Good	Demonstrates mastery of grade-level standards, concepts, and strategies taught during the grading period with growing consistency.
C	Satisfactory	Is progressing towards mastery and application of grade-level standards, concepts, and strategies taught during the grading period.
D	Needs Improvement/ More Time	Requires additional time or support to develop understanding of grade-level standards; targeted intervention may be needed. (Alert: Area of Concern for Promotion)
F	Unsatisfactory Progress	Has not yet demonstrated progress toward grade-level standards, concepts, and strategies taught during the grading period; targeted intervention is required. (Alert: Area of Concern for Promotion)

Student Progress Alert

If a child is performing below level, making unsatisfactory progress, or in need of improvement in an academic area and/or expected behavior, at any time within a grading period, a Student Progress Alert is provided to inform the parent or guardian.

State Assessments

Each student must participate in the statewide, standardized assessment program required under F.S. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

1. Students in grades VPK through 5 are administered the English Language Arts (ELA) and Mathematics, Florida Assessment of Student Thinking (FAST). Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
2. Students in grade 5 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA).

Reading and Mathematics Remediation

Based upon state standards, any student determined deficient in reading and/or math will be provided targeted and/or intensive instruction immediately after identification. The student's reading and/or math proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the next school year. The student will continue to be provided targeted and/or intensive instruction until the reading and/or math deficiency is remedied. For students identified as having a substantial deficiency in reading or math, an individualized progress monitoring plan will be developed within 45 days of the screening results and written notification will be sent home to parents informing them of the deficiency and the progress monitoring plan.

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

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

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

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

Single Subject Acceleration

1. A parent, guardian, or principal may initiate the request for single subject acceleration.

2. A parent or guardian initiating the request for single subject acceleration must make a written request to the school principal.

    a. The following applies to single subject acceleration requests at the beginning of the school year.

        - Written requests for single subject acceleration consideration must be submitted within the first 15 days of the academic year if the request for acceleration is for that school year.
        - Decisions for single subject acceleration made at the beginning of the school year are made prior to the start of the second semester.

    b. The following applies to single subject acceleration requests at the end of the school year.

        - Written requests for single subject acceleration consideration must be submitted by the final day of the school year if the request for acceleration is for the next school year.
        - Decisions for single subject acceleration made at the end of a school year are made prior to the start of the next academic year.

- Each school principal will convene the School Placement Committee to review requests. The committee will include the principal, assistant principal, school counselor, school psychologist, student's current teacher(s), and parent or guardian.

3. A conference will be held with the parent and School Placement Committee to review the single subject request. Utilizing previous and current data the request may be terminated or an evaluation process will be discussed and consent for educational screening using norm-referenced tests will be initiated.

   Student eligibility for single subject acceleration is based on obtaining a passing screening score on district approved assessments. The principal will convene a meeting of the School Placement Committee with the parent or guardian to share the results of the assessments and discuss a plan for the student.

4. A performance contract including progress monitoring will be established and signed by the parent or guardian and student if the student is eligible.

5. Virtual instruction in a higher-grade level course is an option for students requesting single subject acceleration. The virtual option requires approval by the principal and the Executive Director of Elementary, Middle, or High School Programs.

Whole Grade and Midyear Acceleration Identification Criteria

Prior to whole grade level acceleration, the principal will review the following:

- student performance on locally determined assessments in every core subject,
- statewide and norm-referenced assessments,
- attendance and behavior,
- recommendations from one or more of student's teachers in core curricula, and
- recommendation from a school counselor, if applicable.

The School Placement Committee will consider accelerated promotion (double promotion or skipping a grade level) for students who meet the following criteria:

- above grade level in reading, writing, science, and mathematics,
- two or more years above average achievement,
- two or more years above grade level on standardized, achievement, and academic aptitude test(s), and
- social, emotional, and physical development that supports accelerated promotion.

Whole Grade and Midyear Acceleration Procedures

1. Each school principal will convene the School Placement Committee to review requests for whole grade and midyear promotion. The team will include the principal, school counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.

2. A teacher, administrator, or parent may request that a student be considered for whole grade or midyear promotion by submitting a letter in writing to the school principal.

   a. The following applies to midyear promotion requests.

   - Written requests for midyear promotion consideration must be submitted by the end of the first quarter.
   - Decisions for midyear promotion are made prior to the start of the second semester.

   b. The following applies to whole year promotion requests.

   - Written requests for whole year promotion consideration must be submitted by the last day of the current school year.
   - Decisions for whole year promotion are made prior to the start of the next academic year.

3. A conference will be held with the parent and School Placement Committee to review the whole grade or midyear request for promotion. An evaluation process will be discussed and consent for evaluation using norm-referenced tests will be initiated.

4. Following the collection of all required data by the principal or principal designee, the School Placement Committee will meet to review the data and determine student eligibility for whole grade or midyear promotion.

5. Student eligibility for whole grade or midyear promotion will be based on obtaining a passing screening score on district approved assessments.

6. A performance agreement will be established and signed by the parent and student if the student is eligible.

7. If the School Placement Committee determines that whole grade or midyear promotion is not appropriate for the student, the team may consider single subject acceleration.

8. For planning purposes, students who qualify for a whole grade or midyear promotion will remain in their current grade level until the end of that semester.

Promotion Requirements

Kindergarten through Grade 5 Promotion

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

Students in grades Kindergarten through fifth grade with unsatisfactory progress in reading or math as indicated by the student's report card will be considered for retention and referred to the School Level Placement Committee. The school will notify parents about the potential for retention and offer them an opportunity to provide input. Additionally, the school will provide information on the critical importance of mastering early literacy and communication skills to ensure that students are reading at grade level by the end of grade 3.

Midyear Promotion for a Retained Student

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

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

Grade 3 Mandatory Retention

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

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

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

Good cause exemptions from mandatory retention in grade 3 are limited to the following:

- English language learners with less than two years of instruction in the English for Speakers of other Languages (ESOL) program based on the initial date of entry into a United States school,
- students with disabilities who have an IEP that indicates that participation in the statewide assessment program 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 with disabilities who participate in the statewide, standardized reading assessment and who have an Individual Educational Plan, or a Section 504 plan that documents the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in Prekindergarten, Kindergarten, grade 1, grade 2, or grade 3 (F.S.1008.25(6)(b)(7)),
- students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years,
- students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a level 2 performance on the statewide standardized reading assessment, and
- students who have already been retained once in grade 3. (F.S.1008.25(6)(b)(6))

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

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

Extended Learning Opportunities

The Extended Learning Program (ELP) provides academic support for students during the regular school year. The Summer Learning Program (SLP) extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression.

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

Physical Education

Physical education is scheduled to comply with F.S.1003.455, which requires 150 minutes weekly (30 consecutive minutes per day) for students in kindergarten through grade 5. The curriculum consists of moderate to vigorous physical activity and meets or exceeds the National Standards for Physical Education, as defined by the Society for Health and Physical Educators America (SHAPE) and Florida Standards for Health and Physical Education.

1. Physical education instruction for students in kindergarten is provided by a classroom teacher who follows the physical education standards aligned to the curriculum guide.

2. Physical education instruction for students in grades 1 through 5 is provided by a physical education teacher two days per week and a classroom teacher three days per week. Educators provide instruction on physical education by teaching to the standards aligned to the curriculum guide.

Recess Requirement

Recess is defined as unstructured free-play and is required for a minimum of 100 minutes weekly (20 consecutive minutes per day) for students in kindergarten through grade 5. Recess may be scheduled indoors or outdoors and is supervised by the classroom teacher or other staff member. (F.S.1003.455)

Related Program Information

Refer to *English Language Learners, Exceptional Student Education, Virtual Programs, and Home Education* sections for specific program information.

Middle School Student Progression

Enrollment

Full-Time

Full-time middle school students must be enrolled for seven periods; the instructional options include traditional and virtual courses scheduled on campus within the school day. Students may also request virtual courses in addition to the seven-period day.

Refer to the *Virtual Programs*, HVS Flex *Part-Time Program* section for additional information.

Part-Time

Part-time enrollment is limited to students co-enrolled in the Hospital/Homebound program or registered with HCPS for the Home Education program. Eligible students may enroll part time at the assigned attendance area school, an approved choice school, or a virtual school.

Course of Study

Grade 6	Grade 7 & 8
Language Arts	Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Reading or Critical Thinking	Physical Education
Physical Education	Electives (2)
Career Research and Decision Making, Semester 1 Elective Choice, Semester 2	

Academic Intervention Courses

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

1. The intensive reading course is for students scoring below grade level on the English Language Arts Florida Assessment of Student Thinking (FAST). This course is designed to accelerate the development of reading skills so that students can read grade-level text independently.

2. The intensive mathematics course is for students scoring at the lower range of level 1 on the Mathematics FAST. This course is designed to provide additional time and extended instruction for students to develop their mathematical skills and confidence.

3. The Algebra 1 support course is for students who are enrolled in Algebra 1 and scored at the lower range of level 3 on the prior year Mathematics FAST. This course provides extended instruction for students to develop mathematics skills required to meet the high school Algebra 1 graduation requirement.

Refer to the *General Statements, Assessment and Intervention Section and the Middle School Assessment* section for additional information.

Career and Education Planning

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

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

2. The personalized academic and career plan will inform students of the following:
   - high school graduation and diploma designation requirements (F.S. 1003.4285),
   - Florida Bright Futures Scholarship Program requirements,
   - state university and Florida College System admission requirements, and
   - opportunities to earn college credit in high school, including Advanced Placement courses; International Baccalaureate Program; Advanced International Certificate of Education Program (AICE); academic and career dual enrollment; and career education courses, including career

themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification. (F.S. 1003.492, F.S. 1008.44)

- opportunities how to earn an accelerated high school diploma under the CTE Graduation Pathway, and how to engage in work-based learning opportunities, such as internships, pre-apprenticeships, and apprenticeships (F.S. 1003.4182(10))

Civics

Civics is required as one of the three social studies courses for students enrolled in grades 6 through 8. Grade 8 students who transfer after the beginning of the second semester from an out-of-state school, private school, or home education program may be exempt from the civics course requirement if the transcript reflects successful completion of three semesters or two annual social studies courses that include the civics education standards. (F.S.1003.4156)

The statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade. (Refer to the *Middle School, End of Course Exams* section for additional information. (F.S. 1008.22)

Physical Education

Florida law requires each school district to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. The law further requires a minimum of one semester of physical education annually for students in grades 6 through 8. (F.S.1003.455)

Middle school students are scheduled for a full-year physical education course annually, except when a semester of physical education is paired with a semester of intensive math. All students are encouraged to take advantage of this opportunity within their school day to experience movement and build upon knowledge, skills, and values that support a healthy and active lifestyle.

However, the law allows for a waiver when a student is enrolled in a remedial, intensive course or when a parent makes a written request for one of the following reasons.

1. The student participates in physical activities outside the school day that are equal to, or more than, the physical education requirement.

2. The parent requests that the student enroll in another available course.

Students who waive physical education must enroll in another available onsite or virtual course which will be scheduled within the school day.

Refer to the *Middle School, Enrollment Full-time* section for additional information.

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL options provide academically challenging curriculum or accelerated instruction for eligible students and may include enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, and advanced-content instruction.

The following ACCEL options are available for all eligible middle school students:

- whole-grade and midyear promotion,
- subject-matter acceleration,
- virtual instruction in higher-grade level subjects, and
- the Credit Acceleration Program (CAP).

The following factors are considered when determining eligibility for ACCEL options:

- performance on district, state, or other standardized assessment(s),

- coursework completed and grade point average,
- attendance and conduct record, and
- recommendations from a core-curricula teacher and school counselor.

The principal, or designee, will notify the parent when a student is being considered for participation in an ACCEL option. Parents may also request consideration for an ACCEL option by contacting the school counselor or administrator. (F.S.1002.3105)

Accelerated Mathematics Pathways

The Accelerated Mathematics Pathways provide opportunities for eligible students to earn high school mathematics credit(s) in middle school and to earn college credit(s) in high school.

1. Algebra Acceleration Pathway
   a. Through this pathway students complete Algebra 1 or Algebra 1 Honors in grade 8.
   b. Prior to algebra, students should be scheduled for M/J Accelerated Math Grade 6 and M/J Accelerated Math Grade 7 in grades 6 and 7, respectively.
   c. Placement in Algebra 1 and Algebra 1 Honors is contingent upon demonstration of proficiency as indicated through the student's prior course performance and/or the Mathematics Florida Standards Assessment, or the equivalent.

2. Algebra and Geometry Double Acceleration Pathway:
   a. Through this pathway students complete Algebra 1 Honors and Geometry Honors high school credit courses in grades 7 and 8, respectively.
      - Prior to grade 6, students should earn a passing grade on the district double-accelerated placement test.
      - Prior to grade 7, students must complete the algebra prerequisite course, M/J Accelerated Grade 7 Math.
      - Prior to grade 8, students must complete the geometry prerequisite course, Algebra 1 Honors.
   b. Placement is contingent upon completion of prerequisite courses and demonstration of proficiency as measured through course performance and the Florida Assessment of Student Thinking (FAST) or the equivalent.

   The following chart provides four options for meeting the prerequisites for double acceleration.

Mathematics Double Acceleration Course Sequence Options

Grade Progression	Option 1	Option 2	Option 3	Option 4
Prior to Grade 6	M/J Accelerated Grade 6 Mathematics (1205020) virtually	N/A	N/A	Successfully pass the placement test
Grade 6	M/J Accelerated Grade 7 Mathematics (1205050)	M/J Accelerated Grade 6 Mathematics (1205020) *and* M/J Accelerated Grade 7 Mathematics (1205050) Can be a combination of on-site and/or virtual.	M/J Accelerated Grade 6 Mathematics (1205020)	M/J Accelerated Grade 7 Mathematics (1205050)
Summer Prior to Grade 7	N/A	N/A	M/J Accelerated Grade 7 Mathematics (1205050) virtually	N/A
Grade 7	Algebra 1 Honors (1200320)	Algebra 1 Honors (1200320)	Algebra 1 Honors (1200320)	Algebra 1 Honors (1200320)
Grade 8	Geometry Honors (1206320)	Geometry Honors (1206320)	Geometry Honors (1206320)	Geometry Honors (1206320)

Students will be scheduled for the state mathematics assessment that corresponds to the course of enrollment as determined by HCPS, not the student's grade level. The state End of Course Exam (EOC) is required for students enrolled in an algebra or geometry course. Students must earn a level 3 or higher on the Algebra or Geometry EOC or the equivalent comparative score to meet the high school graduation requirement.

Refer to the *Middle School and High School, End of Course Exams* and the *Middle School Students Enrolled in High School Credit Courses* sections for additional information.

Non-traditional Course of Study

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

Transfer Courses

When a student transfers to HCPS, course grades that can be validated by a transcript from an accredited school will be accepted at face value. If an official transcript is not available, the student will be placed at the appropriate sequential course level and the transfer courses will be validated based on

academic performance during the first grading period. If the student's performance does not result in course validation, the following alternative options may be used:

- portfolio evaluation,
- demonstrated performance in courses taken at other accredited schools,
- demonstrated proficiencies on nationally normed standardized subject area assessments,
- demonstrated proficiencies on a statewide, standardized assessment, or
- written review of the criteria utilized for a given subject provided by the former school

Refer to the *High School, Transfer Student: Partial or No Obtainable Records* section for information related to high school credit courses. (6A-1.09941 F.A.C.)

State Assessments

Each student must participate in the statewide, standardized assessment program required under F.S. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). **(**Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

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

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

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

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

Course Grades

Grading Scale

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

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

Please refer to the ELL section of the Student Progression Plan.

Course Grade Criteria

1. Middle school courses generally require a district semester exam or a state End of Course (EOC) exam, except for M/J Career Research and Decision Making and specialized electives. First semester

district exams are not required for language arts and math courses which require the FAST ELA PM2 or FAST Math PM2 with the exception of students who are in danger of failing the course. Additionally, second semester district exams are not required for language arts, math, social studies, and eighth grade science courses which are state assessed in the Spring. (Refer to the *Middle School, Semester Grade Calculation Chart Including an Exam Grade and Without an Exam* sections for additional information.)

2. The semester final grade is calculated by converting the two quarter grades and the district-scaled semester exam to quality points, which are weighted and averaged. District exams are scaled to mirror teacher assigned student grades given across the district for a specific course. For courses that do not require an exam, the two quarter grades are converted to quality points and averaged.

3. To pass a semester middle school course, students must:
   - earn a minimum of two quality points and pass at least one of the quarter grades; or
   - score a B or higher on the semester exam grade.

4. In cases of confirmed cheating on a semester exam, the student will receive an "F" grade for the exam that will be calculated into the final course grade.

Make-up Exams

1. Students who do not take a required district semester exam will receive a temporary “I” (Incomplete) exam grade and an “F” semester grade.
   a. It is the student’s responsibility to schedule the make-up exam with the teacher or assistant principal. The make-up exam window will be available through the end of the following semester.

   b. After the make-up exam window closes, the student must appeal to the principal for an exception to make-up an exam.

   c. If the student does not make up the exam by the end of the following semester, the exam grade will default to an “FI” and will be calculated as an “F”. The final semester grade and GPA will be recalculated.

2. Students who did not take a required EOC exam, will receive a temporary “NG” (No Grade) exam and semester grade. To receive course credit, the student must take the exam.

   a. It is the student’s responsibility to schedule the make-up exam with the teacher or school counselor during the next available state assessment window.

   b. The grade will remain an “NG” and credit will be withheld until the exam is taken. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

End of Course Exams

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

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

2. For courses that require an EOC, the district-scaled semester 1 exam and the EOC exam are calculated as 30% of the corresponding semester grade.

3. The district creates grading scales for the EOC exam grades which are course specific. This process mirrors how the district sets scales for district created semester exams. The EOC exam scales mirror teacher assigned student grades given across the district for each specific EOC required course.

4. Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated after report cards are published.

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

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

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

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

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

7. Students that have failed a course or not taken the EOC are encouraged to attend the Summer Learning Program.

Middle School Students Enrolled in High School Credit Courses

1. Grades earned for high school credit courses are included in the student's high school grade point average (GPA) and appear on the high school transcript. Course placement for students who are not performing at or above a C average should be reviewed. (Refer to the *High School, Grade Point Average* section for more information.)

2. The grade enhancement policy for high school credit courses taken prior to grade 9, allows students to replace a grade of C or below with a grade of C or higher, earned subsequently in the same or comparable course. The replaced grade is excluded in the cumulative, unweighted state GPA required for graduation, but is included in the cumulative, weighted district GPA used to determine rank in class.

3. Enrollment in high school credit courses that are not offered at the middle school level within HCPS requires prior approval by the student's principal and the Executive Director of Middle School Education. The parent should request approval in writing to the principal. The principal will contact the executive director who will facilitate the review of the request. The parent will receive the final decision through the school principal.

4. Middle school students are not eligible for high school Advanced Placement (AP) courses. The AP label cannot be affixed to courses and transcripts earlier than grade 9, per College Board Policy. There is one exception to this policy: AP world language and culture courses. These courses focus

on linguistic proficiency and cultural competency, so in rare situations these courses can be successfully offered earlier than grade 9 among students who can already speak, read, and write the language with fluency. Prior approval is required as stated above.

Grade Reporting

1. The online grade reporting system provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher by email or phone.

2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued through online or written communication to students in jeopardy of failing a course. Communication should be documented through email or a signed progress report.

3. Quarterly progress reports (report cards) with course grades are posted through the online grade reporting system. Each grading period is approximately nine-weeks in length. Fourth quarter progress reports include the student's promotion or retention status.

Honor Roll Criteria

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

1. The Principal's Honor Roll is awarded to students who earn A's in academics and conduct for all courses.

2. The High Honor Roll is awarded to students who earn a B or higher in academics and conduct with a minimum of three A's in academics.

3. The Honor Roll is awarded to students who earn B's or higher in academics and conduct.

Semester Grade Calculation Chart Including an Exam Grade

Middle School Semester Course Grades			
Quarter Grade Combinations	Middle School Courses District Exam	Civics EOC Exam	Final Semester Grade
	25%	30%	
A,A	A,B,C	A,B	A
A,A	D,F	C,D,F	B
A,B	A	A	A
A,B	B,C,D,F	B,C,D	B
A,B		F	C
A,C	A,B,C,D	A,B,C	B
A,C	F	D,F	C
A,D	A,B	A,B	B
A,D	C,D,F	C,D,F	C
A,F	A	A	B
A,F	B,C,D,F	B,C,D	C
A,F		F	D
B,B	A,B,C,D	A,B,C	B

High School Credit Semester Course Grades			
Quarter Grade Combinations	High School Credit District Exam	High School Credit EOC Exam	Final Semester Grade
	25%	30%	
A,A	A,B,C	A,B	A
A,A	D,F	C,D,F	B
A,B	A	A	A
A,B	B,C,D,F	B,C,D	B
A,B		F	C
A,C	A,B,C,D	A,B,C	B
A,C	F	D,F	C
A,D	A,B	A,B	B
A,D	C,D,F	C,D,F	C
A,F	A	A	B
A,F	B,C,D	B,C,D	C
A,F	F	F	F
B,B	A,B,C,D	A,B,C	B

B,B	F	D,F	C
B,C	A,B	A,B	B
B,C	C,D,F	C,D,F	C
B,D	A	A	B
B,D	B,C,D,F	B,C,D	C
B,D		F	D
B,F	A,B,C	A,B,C	C
B,F	D,F	D,F	D
C,C	A	A	B
C,C	B,C,D,F	B,C,D	C
C,C		F	D
C,D	A,B,C	A,B,C	C
C,D	D,F	D,F	D
C,F	A,B	A,B	C
C,F	C,D,F	C,D,F	D
D,D	A,B	A,B	C
D,D	C,D,F	C,D,F	D
D,F		A	C
D,F	A,B,C,D	B,C,D	D
D,F	F	F	F
F,F	A,B	A,B	D
F,F	C,D,F	C,D,F	F

B,B	F	D,F	C
B,C	A,B	A,B	B
B,C	C,D,F	C,D,F	C
B,D	A	A	B
B,D	B,C,D,F	B,C,D	C
B,D		F	D
B,F	A,B,C	A,B,C	C
B,F	D	D	D
B,F	F	F	F
C,C	A	A	B
C,C	B,C,D,F	B,C,D	C
C,C		F	D
C,D	A,B,C	A,B,C	C
C,D	D,F	D,F	D
C,F	A,B	A,B	C
C,F	C,D	C,D	D
C,F	F	F	F
D,D	A,B	A,B	C
D,D	C,D,F	C,D,F	D
D,F		A	C
D,F	A,B,C,D	B,C,D	D
D,F	F	F	F
F,F	A,B,C,D,F	A,B,C,D,F	F

A student who does not take a required exam will receive an "I" grade for a district exam or a "NG" for an EOC exam. (Refer to *Middle School, Make-up Exams* section for additional information.)

Semester Grade Calculation Chart Without an Exam Grade

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

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

C	B		B
C	C		C
C	D		C
C	F		D
D	A		B
D	B		C
D	C		C
D	D		D
D	F		F
F	A		C
F	B		C
F	C		D
F	D		F
F	F		F

Promotion Requirements

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

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

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

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

If a student does not meet promotion requirements, exceptions may be considered per special placement procedures. (Refer to the *General Statements, Promotion and Grade Placement* section for additional information. (6A-1.09941 F.A.C.)

Extended Learning Opportunities

The Extended Learning Program (ELP) includes supplemental tutorial support and grade enhancement options for meeting promotion requirements.

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

2. Grade enhancement provides an opportunity for students to earn one quality point (grade of P) in place of a failing quarter grade for the corresponding course. ELP grade enhancement does not apply to high school credit courses.

The Summer Learning Program (SLP) provides an additional grade enhancement option for students to meet the promotion requirements.

Related Program Information

Refer to *English Language Learners, Exceptional Student Education, Virtual Programs, Home Education, and Workforce Connections* sections for specific program information.

High School Student Progression

Enrollment

Full-Time

A full-time high school student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, state-approved virtual, and dual enrollment classes. A student enrolled in Hillsborough County Public Schools must maintain enrollment in at least one on-site high school course each semester. Any student enrolled full time with Hillsborough Virtual School or admitted as an early admission student is also considered a Hillsborough County Public high school student.

To be eligible for a HCPS diploma, students must be enrolled full-time in HCPS within the first 15 days of their last semester.

Part-Time

Part-time enrollment is limited to students who are co-enrolled in the Hospital/Homebound program, registered with HCPS for home education, or enrolled as fifth-year seniors. No other students may enroll part time.

Students enrolled full time in private school or FLVS may not co-enroll in courses in Hillsborough County Public Schools or participate in extracurricular activities unless Florida High School Athletics Association (FHSAA) guidelines are met. Private school students may however take courses through Hillsborough Virtual School. Refer to FHSAA for specific guidelines.

Course of Study

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

- 24-credit program,
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option,
- Career and Technical Education (CTE) Pathway,
- an International Baccalaureate (IB) curriculum, or
- an Advanced International Certificate of Education (AICE) curriculum.

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

Refer to the *High School, Florida Diplomas and Certificates* section for graduation requirements.

Health Opportunities through Physical Education

The Health Opportunities through Physical Education (HOPE) is a full-year physical education course that integrates health education and is the HCPS option to meet the physical education graduation requirement. This requirement may be waived for students participating in one of the following:

- 18-credit ACCEL, Career and Technical Education Graduation options, AICE or IB program,
- Junior Reserve Officer Training Corps (JROTC) (2.0 credits), or

- Completion of two years of marching band, or
- Interscholastic sport at the junior varsity and/or varsity levels (2 seasons that must be verified on the HOPE waiver form available through the HCPS website or high school). (F.S.1003.4282), or
- For students with disabilities, completion of one year of Special Olympics as determined by the student's Individual Education Plan (IEP) team, or
- Completion of 1.0 credit with a grade of "C" or better in a Dance Techniques course

Cardiopulmonary Resuscitation

Cardiopulmonary Resuscitation (CPR) (compression only) and Automated External Defibrillator (AED) instruction is included in the Health Opportunities through Physical Education (HOPE) traditional and virtual course. Additional instructional opportunities may be provided through JROTC, dance, health science courses, and afterschool programs. (F.S.1003.453)

Financial Literacy

Students entering 9th grade in the 2023-2024 school year and beyond are required to earn .50 credit in a personal financial literacy course.

CTE Options for Graduation Requirements

State-approved courses, including computer science, and industry certification can be used to satisfy or waive high school graduation requirements. (Refer to the *Career and Technical Education, CTE Options for Graduation Requirements* for additional information.)

Students should be aware that although course substitutions meet graduation requirements, postsecondary institutions may require additional math and/or science credits. Students should consult with a school counselor to review additional admission requirements.

Military Training Credit

Students may be granted a .50 elective credit toward graduation for successful completion of military basic training during the summer between grade 11 and 12 provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored programs. Credit would be granted under the appropriate JROTC course listing in the State Course Code Directory. A grade of P will be awarded.

Course Grades

Grading Scale

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

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

Please refer to the ELL section of the Student Progression Plan.

Course Grade Criteria

High school courses require a district semester exam or a state End of Course (EOC) exam, except for courses found in the *Exam Exception* section. (Refer to the *High School, Semester Grade Calculation Chart Including an Exam Grade and Without an Exam Grade* sections for additional information.)

The semester final grade is calculated by converting the two quarter grades and the district-scaled semester exam grade to quality points, which are weighted and averaged.

Beginning with the 2018-2019 school year, students must pass at least two of the three grades (a combination of quarter and/or exam grades) to pass a semester course and be awarded credit. For grade calculations prior to 2018-2019 school year, students were also required to earn a minimum of three quality points.

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

WF and WP grades from FLVS and Dual Enrollment are sent to the student's school of record and added to the student's transcript. WF and WP grades do not get entered with credit and do not impact GPA.

Semester Exams

1. District semester exams are required and weighted as 25% of the semester grade for courses not requiring other cumulative assessments.

    a. First semester district exams are not required for language arts courses which require the FAST ELA PM2 with the exception of students who are in danger of failing the course.
    b. Second semester district exams are not required for language arts, math, social studies, and science courses which are state assessed in the Spring.

2. District exams are scaled to mirror teacher assigned student grades given across the district for a specific course.

3. Students who are absent on an exam day must verify their absence to be eligible for a make-up exam. Schools may request a doctor's note.

4. Students who do not take an exam will receive a temporary "I" (incomplete) exam grade and an "F" semester grade.

    a. It is the student's responsibility to schedule the make-up exam with the teacher or assistant principal for curriculum. The make-up exam window will open through the end of the subsequent semester.

    b. After the make-up exam window closes, the student must appeal to the principal for an exception to make-up the exam.

    c. If the student does not make up the exam by the end of the following semester, the exam grade will default to an "FI" and will be calculated as an "F". The final semester grade and GPA will be recalculated.

5. In cases of confirmed cheating on a semester exam, the student will receive an "F" grade for the exam that will be calculated into the final course grade.

End of Course Exams

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

1. The state EOC exams are required in place of the district semester two exams for the following courses:

Math	Math	Science	Social Studies
Algebra 1	Geometry	Biology	US History
Algebra 1 Honors	Geometry Honors	Biology Honors	US History Honors
Algebra 1b	IB Geometry	Pre IB-Biology	AP US History
			IB US History
			AICE US History

2. For courses that require an EOC, the district-scaled semester one exam and the semester two EOC exam are calculated as 30% of the corresponding semester grade.

3. The district creates grading scales for the EOC exam grades which are course specific. This process mirrors how the district sets scales for district created semester exams. The EOC exam scales mirror teacher assigned student grades for each specific EOC required course across the district.

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

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

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

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

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

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

7. Students are encouraged to attend the Summer Learning Program (SLP) program if they have failed a course or have not taken the EOC exam.

Exam Exceptions

1. When an annual course requires a semester one district assessment and a state and/or national assessment (ELA, AICE, AP and/or IB examinations), grades are calculated for each semester as follows:

   - using the three-grade configuration for semester one, and
   - a two-grade configuration for semester two, due to the state and/or national assessment used in lieu of the district assessment. This applies to annual courses in Advanced International Certificate of Education (AICE), Advanced Placement (AP), International Baccalaureate (IB) (seniors only), and reading.

2. Students enrolled in courses designated AICE, AP, IB and reading are expected to take the associated end of semester and/or course examination.

3. There are no exam exceptions for courses with a corresponding EOC exam.

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

5. A final exam is a required component of virtual and online credit recovery courses. Students receive a final semester grade; quarter grades and semester exams are not reported separately.

6. Postsecondary institutions determine exam and grading requirements for academic dual enrollment courses.

7. Seniors **may** qualify to exempt their final semester exams. (Refer to *High School, Graduating Senior Exemptions* section for criteria.)

Semester Grade Calculation Chart Including an Exam Grade

This calculation applies to semester courses requiring a final exam or EOC. A final semester grade is calculated by a combination of two-quarter grades and a district, scaled semester exam. To pass a course and be awarded credit, a student must earn a passing grade on at least two of the three grades.

Final Semester Grade Calculations with Exam Weighted 25%				**Final Semester Grade Calculations with Exams Weighted 30%**		
Quarter Grade Combinations	**Exam Grade (25%)**	**Final Grade**		**Quarter Grade Combinations**	**Exams/EOCs (30%) *Applied Both Semesters**	**Final Grade**
A, A	A, B, C	A		A, A	A, B	A
A, A	D, F	B		A, A	C, D, F	B
A, B	A	A		A, B	A	A
A, B	B, C, D, F	B		A, B	B, C, D	B
A, C	A, B, C, D	B		A, B	F	C
A, C	F	C		A, C	A, B, C	B
A, D	A, B	B		A, C	D, F	C
A, D	C, D, F	C		A, D	A, B	B
A, F	A	B		A, D	C, D, F	C
A, F	B, C, D	C		A, F	A	B
A, F	F	F		A, F	B, C, D	C
B, B	A, B, C, D	B		A, F	F	F
B, B	F	C		B, B	A, B, C	B
B, C	A, B	B		B, B	D, F	C
B, C	C, D, F	C		B, C	A, B	B
B, D	A	B		B, C	C, D, F	C
B, D	B, C, D, F	C		B, D	A	B
B, F	A, B, C	C		B, D	B, C, D	C
B, F	D	D		B, D	F	D
B, F	F	F		B, F	A, B, C	C
C, C	A	B		B, F	D	D
C, C	B, C, D, F	C		B, F	F	F
C, D	A, B, C	C		C, C	A	B

C, D	D, F	D		C, C	B, C, D	C
C, F	A, B	C		C, C	F	D
C, F	C, D	D		C, D	A, B, C	C
C, F	F	F		C, D	D, F	D
D, D	A, B	C		C, F	A, B	C
D, D	C, D, F	D		C, F	C, D	D
D, F	A, B, C, D	D		C, F	F	F
D, F	F	F		D, D	A, B	C
F, F	A, B, C, D, F	F		D, D	C, D, F	D
				D, F	A	C
				D, F	B, C, D	D
				D, F	F	F
				F, F	A, B, C, D, F	F

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

Semester Grade Calculation Chart Without an Exam Grade

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

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

F	C		D
F	D		F
F	F		F

Grade Point Average

The state grade point average (GPA) is unweighted and is the cumulative average of the semester final grades for high school credit courses. It is calculated by dividing the total number of quality points earned by the total number of points possible based on a 4.0 scale. Quarter and exam grades are not directly used in the calculation.

The district GPA includes weighting for the completion of advanced coursework with a final semester grade of a C or higher.

For students entering high school in 2023 or later:

1. District approved honors courses are awarded a .5 additional weighting per semester that is calculated within the earned weighted GPA (4.5 scale).

2. Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and AICE/Cambridge courses are awarded a 1.0 additional weighting per semester that is calculated within the earned weighted GPA (5.0 scale).

Grade	**Regular**	**Honors**	**AP, IB, DE, AICE**
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.0	1.0
F	0.0	0.0	0.0

Transfer courses may be eligible for weighting when the course is designated as honors in the state or district course code directory, and on the student's official transcript from the sending school. Students entering high school in 2026 or later will fall all under the Statewide Uniform Weighted Grading System in Honors and Articulated Accelerated Course:

Grade	Regular	Honors	AP, IB, DE, AICE
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

Grade Enhancement (Forgiveness)

1. Grade enhancement for required courses are limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. An example of a comparable course is English 1 and English 1 Honors.

2. Grade enhancement for elective courses is limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in another course.

3. Grade enhancement also applies to middle school students who earn a C or below in a high school level course. (F.S.1003.4282)

4. Grade enhancement for an EOC course may apply if the EOC assessment and the course grade results in a final grade of D or F. The options for the student include one of the following:
   - retaking the course and using the banked EOC score,
   - retaking the EOC assessment for the course; or
   - retaking both the course and the EOC assessment to improve the student's final course grade.

5. Only one credit is allowed per course, or the comparable course; so only one grade will be included as part of a student's cumulative, unweighted state GPA.

6. The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student has attempted, including all D's and F's, unless they have been enhanced.

7. The cumulative, weighted district GPA used to determine rank in class is not affected by the grade enhancement procedure. The cumulative, weighted district GPA includes all courses attempted and enhanced, to include D's and F's.

8. All courses attempted will appear on a student's transcript regardless of grade enhancement.

Grade Reporting

1. The online grade reporting system provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher through the online grade reporting system, email, or phone.

2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued through online or written communication to students in jeopardy of failing a course. Communication should be documented through email or a signed progress report.

3. Quarterly progress reports (report cards) with course grades are posted through the online grade reporting system. Each grading period is approximately nine weeks in length.

4. Fourth quarter progress reports include the student's promotion or retention status.

5. The parent or guardian will be notified, and academic advising will be provided when the student has not met state assessment requirements or does not have a minimum 2.0 cumulative, unweighted state GPA, and is in jeopardy of not graduating.

High School Course Credit

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

1. Credit may be awarded to a student who passes an AP, College Level Examination Program (CLEP), or EOC assessment without enrollment in the respective course through the Credit Acceleration Program (CAP). The grade awarded will appear as a "NG" on the transcript and will not impact the final GPA.

2. High school students may access the adult high school credit program to earn credits that are required for graduation. Up to two co-enrolled courses are allowed per year, as per state rule. (Refer to *Adult Program* section for additional information.)

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

Credit from Non-District Programs

Currently enrolled students may be awarded credit for courses offered through non-district accredited programs that meet the equivalent of 67.5 hours per semester credit, when an official transcript is provided. Examples of credit accepted from approved non-district programs include:

- online course credit awarded by a provider approved by the FLDOE, and
- dual enrollment course credit awarded by colleges and universities with an articulation agreement with HCPS, excluding enrichment programs that are not credit bearing or are not represented on the course equivalency list.

Additionally, foreign study course credit may be accepted based on the following requirements:

- approved eight weeks in advance of the course start date by the Executive Director of High School Education,
- direct supervision by a licensed teacher who meets the certification requirements for the course,
- the equivalent of 67.5 hours per semester credit, and
- a comprehensive exam with results provided on the official transcript.

Transfer Students: Accredited Program Credit

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

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

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

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

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

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

Transfer Students: Credit from Non-accredited Program

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

- a review of the student's academic record,
- an analysis of a sending school's curriculum,
- a review of a portfolio of student work; or
- through an assessment of scholastic performance and/or exam.
- the equivalent of 67.5 hours per semester credit

Transfer Students: Military Families

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

Transfer Students: With Partial or No Obtainable Records

The State Uniform Transfer of Students in Middle Grades and High School rule will be followed (6A-1.09941 F.A.C.).

Refer to the *Placement Guidelines and Course Validation Procedures for Students with Partial or No Obtainable Records*.

Promotion and Grade Level Placement

Grade level placement for transferring students is based on the year the student entered grade 9 and the validation of credits. Promotion from one grade to the next is based on progress toward meeting graduation credit requirements.

1. Promotion from grade 9 to grade 10 occurs when a student has completed one full year and has earned five credits towards graduation.
2. Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned eleven credits towards graduation.

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

4. Students electing to graduate in three years or less with the 24-credit program or an 18-credit option, who are on track to graduate, are promoted to grade 12 at the end of quarter 3 of their final semester.

Refer to the *Home Education* section for additional information.

College and Career Acceleration

The student's course of study should be reviewed annually to identify pathways to postsecondary college and career opportunities. College and Career acceleration options provide an opportunity for students to earn college credit or nationally recognized industry certifications based on one of the following criteria:

- score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination,
- score of 4, 5, 6, or 7 on an International Baccalaureate (IB) examination,
- score of A*, A, B, C, D, or E on an Advanced International Certificate of Education (AICE) examination,
- grade of C or better in an approved dual enrollment course,
- grade of C or better in a state-approved career dual enrollment course resulting in the completion of 300 or more hours,

- a Florida Career and Professional Education (CAPE) industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List, or
- A score within category II or higher on the ASVAB and earned a minimum of two credits in JROTC from the same branch of the military services.

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

A variety of articulated early graduation and acceleration options are available to all students grades 9 through 12 to shorten the time necessary to earn a high school diploma and a postsecondary degree. They include, but are not limited to, dual enrollment, early admission, Advanced International Certification of Education (AICE), Advanced Placement (AP), the International Baccalaureate (IB) program, Collegiate Academy, 18-credit ACCEL or Career and Technical Education Graduation option, state approved virtual/online school, occupational completion points, industry certifications, work-related internships or apprenticeships, and the Credit Acceleration Program (CAP). (F.S. 1003.4295)

At the beginning of each school year, parents or guardians of all high school students are notified of the opportunity of early graduation and benefits of acceleration options.

Students electing to graduate with 24 credits in three years or less, or the 18-credit ACCEL or Career and Technical Education Graduation options are promoted to grade 12 at the end of quarter 3 of their final semester and are not eligible for consideration as valedictorian, salutatorian, Talented 20, and the R.F. "Red" Pittman Tribune Scholars Program.

24-Credit Program

Any student who has completed all requirements for graduation may be dismissed from attending school upon request to the school from the parent or guardian and student. The student is awarded a standard high school diploma with the next spring graduating class.

18-Credit ACCEL Option

The ACCEL 18-credit graduation option requires students to:

- complete the state graduation requirements in ELA, mathematics, science, and social studies,
- earn a cumulative, unweighted state GPA of 2.0 on a 4.0 scale,
- score a level 3 or higher on the state assessment or the equivalent concordant score, and
- earn three elective credits.

The 18-Credit ACCEL option does not require HOPE or an online course.

Career and Technical Education Pathway Option

The 18-credit Career and Technical Education (CTE) Pathway option requires students to:

- complete the state graduation requirements in ELA, mathematics, science, and social studies,
- earn a cumulative, unweighted state GPA of 2.0 on a 4.0 scale,
- score a level 3 or higher on the state assessment or the equivalent concordant score,
- complete two credits in career and technical education, resulting in program completion and an industry certification, and
- complete two credits in work-based learning programs (two credits of electives, including one semester credit in financial literacy, may be substituted).

Refer to the HCPS website for specific graduation requirements.

Dual Enrollment

Dual enrollment is the process by which an eligible secondary (grade 6-12) student is enrolled in a postsecondary technical college, Florida college or university, and credit earned applies toward both a high school diploma and a college degree, postsecondary career, or technical certificate.

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

2. A full-time secondary student may be enrolled part time in a postsecondary institution that has an Articulation Agreement with HCPS. Refer to the HCPS website for a listing of the approved postsecondary institutions.

3. Career dual enrollment courses in the Career Technical Education program (offered through Hillsborough Technical Colleges) require an overall minimum cumulative, unweighted state GPA of 2.0. A student may enroll in a high school career dual enrollment course and the credit earned will apply toward both a high school diploma and a postsecondary career and technical certificate.

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

5. A student may enroll in a postsecondary course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the interinstitutional Articulation Agreement. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263.

6. Dual enrollment credit will be awarded for courses identified on the Dual Enrollment Equivalency List available on the Florida Department of Education (FLDOE) website. High school credit values for courses not specifically listed on the Dual Enrollment Equivalency List will be awarded 0.5 high school credits. College preparatory, physical education, variable credit courses, and/or courses less than three credit hours are not eligible for dual enrollment credit. Ineligible courses will not be entered on the student's high school transcript. Only the following course will be considered as exception:

    - Co-requisites for approved college level coursework
    - IDS 2891 Connections Course
    - Two credit hour Music and Dance courses, if aligned to program of study

7. Students are limited to ten credit hours for fall, ten credit hours for spring and ten credit hours for summer, not to exceed 30 credit hours per academic year. Students wishing to take a course during the compressed winter intersession must not exceed the ten credit hours for the fall or spring session, dependent on which term the institution includes the session. Students in Collegiate Academy programs will be subject to their site's established course progression or program of study.

    For students entering high school in 2023 or later:

    A 1.0 additional weighting is calculated using the earned weighted 5.0 grade point average (GPA) scale for each semester credit with a grade of C or higher. *Refer to Grade Point Average for GPA scale.*

For students entering high school in 2026 or later:

A 1.0 additional weighting is calculated using the earned weighted 5.0 grade point average (GPA) scale for each semester credit with a grade of D or higher. Refer to Grade Point Average for GPA scale.

8. Credits and grades earned through dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Grade records will be provided by the postsecondary institutions to HCPS. Students are responsible for the accuracy of courses and grades reflected on their HCPS transcript, to include late grade submissions and grade adjustments approved by the postsecondary institution and added to the postsecondary transcript.

9. A student who earns a grade of D or F, or who withdraws from a dual enrollment course after the drop/add deadline may not repeat that course unless they submit a petition to the postsecondary institution for reinstatement and are approved. Students may only submit one petition during their entire dual enrollment career. Any student that falls below the required postsecondary dual enrollment GPA may have serious admission and/or academic implications in their future postsecondary opportunities.

10. HCPS is responsible for the purchase of required dual enrollment instructional materials for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned in accordance with the post-secondary institutions policies and procedures. Failure to do so could result in delays in receiving future instructional materials or placement on the indebtedness list.

11. The steps to apply for dual enrollment courses are available on postsecondary institution and HCPS websites.

Collegiate Academy

The Collegiate Academy is a dual enrollment program offered at designated magnet sites. This program provides an accelerated, dual enrollment course of study where students work toward an Associate of Arts degree by the end of their Senior year.

1. Students must apply online through the Magnet Office during the open application periods and must meet all entrance requirements provided on the HCPS website.

2. Algebra 1, or preferably Algebra 1 Honors is a prerequisite for incoming freshmen students.

3. A High School GPA of 3.0 is a prerequisite for incoming freshmen students.

4. Freshman will take the Postsecondary Education Readiness Test (PERT) and are required to earn a passing score to maintain eligibility for the Collegiate Academy Magnet Program.

5. Collegiate Academy students must maintain a 3.0 cumulative, unweighted state GPA and a 2.0 dual enrollment GPA. Grades will be reviewed at the end of each semester to verify that students are meeting dual enrollment requirements. (Refer to the *High School, Dual Enrollment* section for additional information.)

    - If a student falls below the required GPA and/or fails to meet PERT score requirements, the student's Program Performance Agreement with the Collegiate Academy and Hillsborough College will be reviewed to provide support for meeting requirements by the end of the school year.
    - The student will be removed from dual enrollment coursework during a probationary support period until the student achieves the GPA and/or PERT score requirement. If a student does

not meet the GPA and/or PERT requirement during the spring term, the summer term will count as the probationary period.

- If the GPA and/or PERT score requirement is not met by July 1 before the next school year, the student will be removed from the Collegiate Academy program and reassigned to their area attendance school. (School Board Policy 5120)

6. Each Collegiate Academy has a unique course progression that is developed in consultation with Hillsborough College. If a course, that is part of a site's Collegiate Academy course progression is offered on-campus at the high school site, students should be enrolled in the on-campus section of the course.

Early Admission to College

1. A student may be excused from the last two semesters of high school if he/she is accepted for fulltime admission by an accredited Florida postsecondary institution that has a current Articulation Agreement with HCPS. Refer to the HCPS website for a listing. Entry into an Early Admission program excludes students from taking high school credit courses on a high school campus, through HVS, or FLVS, during the last two semesters of high school.

2. Early Admission requires a student to enroll and complete a minimum of 12, not to exceed 15, credit hours per semester. The student must meet the following criteria:
   - has completed all graduation requirements except for English IV, Economics, American Government and/or one mathematics course, or have met all requirements for a diploma but have not graduated. Students still needing to complete English IV, Economics for Literacy, American Government and/or one mathematics course MUST take the equivalent course at the college or university they are attending, as detailed in #1
   - meet the required deadlines as specified by the postsecondary institution,
   - meet the institution's requirements for early admission which includes minimum cumulative, unweighted state GPA requirements,
   - demonstrate acceptable performance on the entry-level placement instrument as defined by the postsecondary institution,
   - Students must have prior approval from their school; and
   - complete all admissions requirements of the postsecondary institution.

3. For complete Early Admission entrance information, refer to the postsecondary institution or HCPS websites.

4. Credits and grades earned through Early Admission dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Upon completion of each semester, grade reports will be provided to HCPS. Students are responsible for the accuracy of courses and grades reflected on their HCPS transcript, to include late grade submissions and grade adjustments approved by the postsecondary institution and added to the postsecondary transcript.

5. Early Admission students who do not enroll in a minimum of 12 credit hours each semester or fail to complete a minimum of 12 credit hours in the first semester will forfeit their right to continue in Early Admission program. These students will be removed from the Early Admission program and must return to their high school.

6. An Early Admission student will be awarded a high school diploma upon successful completion of two college semesters, minimum 12 credit hours per semester, as a full-time student while maintaining a C or higher, grade point average. Coursework must include the remaining graduation requirements.

7. An Early Admission student may participate in high school athletics, as per FHSAA. Contact the Assistant Principal for Administration for FHSAA guidelines.

8. HCPS is responsible for the purchase of required textbooks for early admission students for courses identified on the Florida Department of Education master list of approved courses. All textbooks must be returned in accordance with the post-secondary institutions policies and procedures.

The student will retain any honors earned in high school prior to his/her early admission to college. Students in this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a R.F. "Red" Pittman Tribune Scholars student.

Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education Diploma Program is an international, pre-university curriculum and examination program administered and assessed by Cambridge International Examination (CIE) of the University of Cambridge. This program is offered at designated HCPS sites to eligible high school students in grades 9 through 12. As with AP, dual enrollment, and IB programs, students completing AICE courses and exams may be eligible for postsecondary education credits. Although most postsecondary institutions grant credits to students who have earned a passing score on the AICE, AP or IB examinations, policies on awarding college credit are the decision of the individual postsecondary institution. A student and parent or guardian should consult with their college of choice for guidance pertaining to awarding credit. Students enrolled in an AICE course are expected to take all components of the corresponding AICE examination and are exempt from exam registration fees. Students who cancel or do not have an approved absence will be required to pay the $124.80 exam registration fee charged by Cambridge International.

Students who are eligible to pursue the AICE International Diploma must pass a minimum of seven courses and their associated examinations, to include specified courses in each of the four subject groups within their 4 years of high school enrollment.. The AICE Diploma recipients are currently eligible to receive the Florida Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution.

Advanced Placement (AP) Program

The Advanced Placement (AP) program is a nationwide program for students in grades 9 through 12. The AP course descriptions and examinations are prepared by the College Board and are administered in May of each year. As with AICE, dual enrollment, and IB programs, students completing AP courses and exams may be eligible for postsecondary education credits by the receiving college or university if they score a minimum of three, on a five-point scale on the corresponding AP examination. Although most postsecondary institutions grant credits to students who have earned a passing score on the AICE, AP or IB examinations, policies on awarding college credit are the decision of the individual postsecondary institution. A student and parent or guardian should consult with their college of choice for guidance pertaining to awarding credit. Students enrolled in an AP course are expected to take the corresponding AP examination as part of the course and are exempt from exam registration fees. Students who cancel or who do not have an approved absence will be required to pay the $40 unused or cancelled AP exam fee charged by the College Board

AP Capstone Diploma recipients are currently eligible to receive the Florida Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution

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

Students who are not enrolled in an AP course but wish to sit for an AP exam are required to pay the full exam cost.

International Baccalaureate (IB) Diploma Program

The International Baccalaureate (IB) Diploma Program is an international two-year pre-university curriculum leading to internationally standardized, written, and oral examinations administered through the International Baccalaureate Organization in May of each year. This program is offered at designated HCPS sites to eligible students in grades 9-10, HCPS Pre-IB and grades 11-12 IB Diploma Program. As with AICE, AP, and dual enrollment programs, students completing IB courses and exams may be eligible for postsecondary education credits by the receiving college or university if they score a minimum a four, on a seven-point scale on the corresponding IB examination. Students enrolled in an IB course are expected to take the corresponding IB examination and are exempt from exam registration fees.

Students in the IB program are also eligible to pursue and earn the IB diploma. Students who receive the IB diploma, awarded by the International Baccalaureate Office, will be deemed to have met the curricular requirements for graduation and will be awarded a high school diploma. The IB Diploma recipients are currently eligible to receive the Florida Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution.

Although most postsecondary institutions grant credits to students who have earned a passing score on the AICE, AP or IB examinations, policies on awarding college credit are the decision of the individual postsecondary institution. A student and parent or guardian should consult with their college of choice for guidance pertaining to awarding credit.

Credit by Examination – College Level Examination Program (CLEP)

A student may earn a high school credit through the passage of a College Level Examination Program (CLEP) test. If a student attains a passing score on the CLEP exam, the student will be awarded course credit, under the Credit Acceleration Program (CAP). The grade awarded will be entered as "NG."

Industry Certification

Industry certifications are nationally recognized credentials that students earn as a result of the instruction in a career-themed course. Career and professional academy courses and career-themed courses provide opportunities for students to earn technical college credit or industry certification, identified on the state Career and Professional Education (CAPE) Industry Certification Funding List. (F.S.1003.493)

State Assessments

Each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). (F.S.1008.22)

1. Students in grades 9 and 10 are administered the English Language Arts (ELA), B.E.S.T.-aligned Florida Assessment of Student Thinking (FAST).

2. Students enrolled in courses specified by the state are administered Florida EOC assessments. Refer to the *High School, End of Course Exams* for additional information.

    - Algebra 1 and Geometry, B.E.S.T.-aligned EOC assessments
    - Biology 1 and U.S. History, NGSSS-aligned EOC assessments

3. Students must earn a passing score on the grade 10 FAST ELA or a concordant score, and a passing score on the B.E.S.T. Algebra 1 EOC or comparative score to graduate with a standard diploma. Scores may change due to legislation. Refer to the FLDOE for additional information.

School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale
2022–23 and beyond	FAST ELA Reading	**247**	**B.E.S.T.**

2021–22[2]	FAST ELA Reading	**246**[1]	**B.E.S.T.**
First Participation in Algebra 1 EOC	**Assessment**	**Passing Score**	**Score Scale**
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	**400**	**B.E.S.T.**
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	**398**[1]	**B.E.S.T.**

[1] The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra1.
[2] Students who entered grade 9 prior to the 2021–22 school year are also eligible for the APS.

Refer to the FLDOE for additional details - Graduation Requirements for Florida's Statewide Assessments (fldoe.org)

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

Progress Monitoring

1. Students who score below level 3 on the FAST for English Language Arts (ELA) and/or the B.E.S.T. Algebra 1 EOC assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)

2. A student who is not meeting the requirements for satisfactory performance in ELA and mathematics will be provided one of the following plans:
   - a federally required student plan such as an Individual Educational Plan,
   - a school-wide system of progress monitoring, or
   - an individualized progress-monitoring plan.

3. A student who scores a level 4 or 5 on the FAST ELA and EOC mathematics assessment may be exempted from participation in the school-wide system of progress monitoring.

4. A student with a GPA below 2.0 or who is not on track for graduation will receive academic advisement as part of the CAPE law.

Concordant and Comparative Scores

Grade 10 FAST ELA Reading Concordant Score Options

A student may meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422. The following concordant and comparative scores, specific to the year the student entered grade 9, satisfy the assessment graduation requirements.

Beginning with the 2026-2027 school year, except for students who have already earned a concordant score, first-time grade 10 students may only use the ELA concordant scores earned after the spring administration of the Grade 10 FAST ELA PM3 to satisfy graduation requirements.

Grade 10 FAST ELA Reading	
Available for *all* students who entered grade 9 in 2022-23 and beyond:	
SAT Reading and Writing (EBRW)[1]	490
PSAT/NMSQT Reading and Writing section[1]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged)[2,3]	18
PreACT Secure English and Reading subject test (averaged)[2,3]	18

CLT Verbal Reasoning and Grammar/Writing sections (sum)[3]	39
CLT 10 Verbal Reasoning and Grammar/Writing sections (sum)[3]	39
Available for students who entered grade 9 between 2020-21 and 2022-23 school years[4]:	
SAT EBRW/Reading and Writing[1]	480
ACT English and Reading Subtests (averaged)[2,3]	18
CLT Verbal Reasoning and Grammar/Writing sections (sum)[3]	36

[1]The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

[2] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.

[3]The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing on the CLT and CLT10 are not required to come from the same test administration.

[4]Students who entered grade 9 in 2023-24 through 2024-25 school years may use these scores to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

Algebra 1 EOC (FAST) Comparative Score[1]

Algebra 1 EOC	
Available for students who entered grade 9 in 2023-23 and beyond[2]:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020-21 and 2022-23 school years[3]:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11

Geometry EOC	Level 3

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.
[2] Applicable students can use scores in this section that were earned prior to their adoption.
[3] Students who entered grade 9 in 2023-24 through 2024-25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if they participated in the test prior to August 19, 2025.

Some SAT and ACT administrations are considered Non-College Reportable. The test administration is a school day, extended-time administration that can be used as a high school concordant or comparative test score for graduation purposes, but is not acceptable for college admission.

Please refer to the English Language Learners section of the Student Progression Plan.

College Entrance Assessments

1. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) provides an opportunity for students to prepare for the SAT by learning about their strengths and areas of growth in English and Mathematics, as well as an option for meeting the graduation requirement for the Algebra 1 EOC. The PSAT is given each year in October to students in grades 9 through 11 at no charge. Juniors taking the PSAT may qualify for the National Merit Scholarship Program.

2. The SAT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the ELA Assessment and/or Algebra 1 EOC. The SAT is administered multiple times annually at local high schools and colleges across the nation. In addition, the SAT school day administration is provided in the Spring to all Juniors in HCPS at no cost. Saturday SAT registration information may be obtained from the school counseling office or online by visiting www.collegeboard.org. Registration fee waivers are available for students who qualify for the free or reduced lunch program.

3. The ACT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the ELA Assessment and/or Algebra 1 EOC. The ACT is administered multiple times annually at local high schools and colleges across the nation. Saturday ACT registration information may be obtained in the school counseling office or online by visiting www.act.org. Registration fee waivers are available for students who qualify for the free or reduced lunch program.

4. The CLT serves as an entrance exam for certain college admissions, as well as an option for meeting the graduation requirement on the ELA Assessment and/or Algebra 1 EOC. The ACT is administered multiple times annually at local high schools and colleges across the nation. CLT registration information may be obtained in the school counseling office or online by visiting www.cltexam.com. Registration fee waivers are available for students who qualify for the free or reduced lunch program.

5. High schools may evaluate the college readiness of students utilizing the Postsecondary Education Readiness Test (PERT). A PERT math score may also serve as an Algebra 1 EOC comparative score for students who entered grade 9 prior to the 2019-20 school year.

6. The Florida Civics Literacy Exam (FCLE) is administered to students enrolled in a United States Government course. Students passing this exam with 60% or higher will fulfill the postsecondary education civic literacy assessment requirement. (F.S. 1007.25)

Graduation

A diploma will be awarded to any student who completes the 24-credit program, the ACCEL 18- credit option, or the Career and Technical Education Graduation Pathway option, by meeting the required credits, 2.0 cumulative, unweighted state GPA, and achieving a qualifying score on all required state assessments.

Senior Exam Exemptions

Graduating seniors may be eligible to exempt semester exams for their final semester. The student must meet the following eligibility criteria for their final semester:

- a C or higher average (minimum of three quality points),
- a passing grade for each quarter,
- no more than five absences in the class, and
- satisfactory conduct records.

Graduation Ceremony

To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit program, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option must have earned all required credits by the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met.

1. A full-time student may participate in one graduation ceremony at their enrolled site with his/her designated class or grade 9 cohort.

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

3. Participation in the graduation ceremony is contingent upon both meeting all graduation requirements and complying with the district's student conduct expectations. A student who commits a Level 1 or Level 2 offense, or any offense resulting in suspension, may be excluded from the graduation ceremony. For students who have met all graduation requirements, the high school principal will determine whether disciplinary circumstances warrant exclusion from the ceremony. A principal does not have the authority to permit participation in the graduation ceremony for a student who has not met the graduation requirements.

Florida Diplomas and Certificates

Florida Standard Diploma

All courses of study and pathways towards earning a high school diploma are consistent with the Florida Department of Education graduation requirements. The high school diploma is considered a ceremonial certificate, but the transcript is the official documentation of high school graduation. (Refer to the HCPS website for specific Graduation Requirements, as the requirements may change due to legislation.
The following are the requirements to meet a standard diploma.)

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

2. Students entering grade 9 may choose from one of five options to earn a standard diploma. They are:

   - 24-credit program,
   - 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option,
   - Career and Technical Education (CTE) Pathway,
   - an International Baccalaureate (IB) curriculum, or
   - an Advanced International Certificate of Education (AICE) curriculum.

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

4. A student must earn a passing score on all required state assessments, or a concordant/comparative score.

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

Graduation Requirements Chart:

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science*

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

0.5 Credit in Personal Financial Literacy**

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

High School Equivalency

The Adult Education Department offers the high school equivalency instruction to prepare students for the GED® test. A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test. (Refer to the *Adult Education, School Equivalency Diploma* section for additional information.)

Senior Transfer Diploma Eligibility

1. Transfer students must be enrolled within the first fifteen days of their final semester to receive a Hillsborough County Public Schools diploma or certificate.

2. Students who transfer to HCPS after the first fifteen days of the last semester of their high school career will be provided a transcript of the work completed in the school, but no diploma will be awarded. An exception may be made if a committee appointed by the principal recommends awarding the diploma. Upon request, a transcript of the work completed in the school will be forwarded to the last school attended and that school may grant a diploma if its policies so provide.

3. Students transferring as seniors may graduate by meeting the total number of credits required in the district from which they transferred, or the total number required for a Florida standard diploma; however, to receive a standard high school diploma, transfer students must earn a 2.0 cumulative, unweighted state GPA and pass the required state assessments.

4. Communication with the transfer school may allow other options to earn the diploma from the previous school.

Graduate Recognitions Rank in Class

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

2. A senior must be enrolled full-time in HCPS by the final day of the first semester to be ranked in the class.

3. The cumulative, weighted district GPA is used to determine rank in class. All attempted and enhanced high school course grades are calculated in the GPA, including grades from Hillsborough Virtual School (HVS), Florida Virtual School (FLVS), dual enrollment, adult school, and high school credit prior to grade 9.

4. Transcript and final grade report procedures at Hillsborough Virtual School, Florida Virtual School and postsecondary institutions vary.

5. To be included in the cumulative, district weighted GPA for final class rank calculation, an official “Final Grade Report” from the virtual school or transcripts from any outside institution must be dated with an “issue date” on or before the fifth teacher workday following the end of the first semester.

6. Virtual school students are responsible for coordinating with the virtual teacher to ensure that all course work is completed to meet the issue date requirement, on or before the fifth teacher workday following the end of the first semester.

7. Following the grade submission deadline, class rank is finalized on the HCPS designated date. This provides time for schools to review individual student transcripts for accuracy.

8. After class rank is finalized, a student’s cumulative, district weighted GPA may change based on additional credits earned during the second semester but will not impact final class rank.

9. Students enrolled in magnet programs are ranked separately from students in the traditional program in the same school.

10. Students electing to graduate with 24 credits, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option, in three years or less, are promoted to grade 12 at the end of quarter 3 of their last semester and hand ranked.

Honor Graduates

1. Students will be recognized by the following weighted GPA distinctions: cum laude: 3.0, magna cum laude: 3.5, summa cum laude: 4.0+. This "graduate with distinction" designation will be noted in the graduation program and may be recognized with an additional honor cord or stole during the ceremony.

2. The third quarter GPA report will be utilized to identify graduates with distinction (cum laude: 3.0, magna cum laude: 3.5, summa cum laude: 4.0+).

3. To be included in the cumulative, district weighted GPA for recognition as a graduate with distinction, an official "Final Grade Report" from the virtual school or transcripts from any outside institution must be dated with an "issue date" on or before the fifth teacher workday following the end of the third quarter.

4. Virtual school students are responsible for coordinating with the virtual teacher to ensure that all course work is completed in order to meet the issue date requirement, on or before the fifth teacher workday following the end of the third quarter.

5. Students electing to graduate early are eligible to be graduates with distinction.

6. The graduate with distinction recognition does not impact final class rank.

Valedictorian/Salutatorian

Each high school will recognize a valedictorian and salutatorian from among the graduating seniors. Magnet schools may recognize separate valedictorians and salutatorians for each magnet program. The valedictorian will be the student whose rank in class is number one (1) and the salutatorian will be the student whose rank in class is number two (2).

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

In the event of a tie for salutatorian, each student whose rank is tied for second in the class will be recognized as a co-salutatorian. If there are co-salutatorians, the rank of the next student would be fourth.

In the event of a tie for valedictorian or salutatorian, the graduation speaker will be selected through an application process with the principal's review committee.

A student's actual rank will be noted on their official transcript.
Students must be enrolled and have earned credit at the school prior to the end of the first semester of the senior year to be eligible for valedictorian or salutatorian. Therefore, students electing to graduate with 24 credits, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option, in three years or less, are promoted to grade 12 at the end of quarter 3 of their last semester and are not eligible. Students electing to participate in the early admission program also cannot receive additional honors such as valedictorian and salutatorian.

Scholar Designation

To earn the Scholar designation, a student must meet the standard diploma requirements and satisfy the following.

1. Pass the Geometry EOC assessment and earn one credit in Algebra 2 or an equally rigorous course and one credit in statistics or an equally rigorous course.

2. Pass the Biology 1 EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology 1 EOC assessment.

3. Pass the US History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States history topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the US History EOC assessment.

4. Earn two credits in the same world language.

5. Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course. (F.S.1003.4285)

Industry Scholar Designation

To earn the Industry Scholar designation at graduation, a student must meet the standard diploma requirements and attain one or more industry certifications from the state approved list.

Seal of Biliteracy

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

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

The Silver Seal of Biliteracy is awarded to students who have earned four world language credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment. Refer to the HCPS or FLDOE websites (World Languages / Seal of Biliteracy (hillsboroughschools.org) for the recognized exams and required scores.

The Gold Seal of Biliteracy is awarded to students who have met the above requirements and have also earned a level 4 or higher on the ELA Assessment or have attained an advanced qualifying score on a nationally recognized assessment. Refer to the HCPS or FLDOE websites (World Languages / Seal of Biliteracy (hillsboroughschools.org) for the recognized exams and required scores.

Florida Seal of Fine Arts

Initiated in 2024 following the passage of HB 523, the goals of the Hillsborough County Public Schools Seal of Fine Arts are as follows:

- celebrate students who demonstrate high levels of commitment and proficiency in the fine arts (as defined in Florida Statute 1003.4995 including dance, music, theatre, and visual arts) through personal expression and creative experiences in fine arts education programs
- explore innovative pathways in the fine arts that cultivate skills for 21st-century success
- prepare students for college and career readiness through active participation in artistic endeavors
- promote increased access to well-rounded, high-quality fine arts education across the district

The Florida Seal of Fine Arts designates graduating seniors who have dedicated a significant portion of their high school journey to the study and pursuit of excellence in their fine arts field.

To qualify for the 2025-2026 Florida Seal of Fine Arts, a student will earn the following:

1. A standard high school diploma
2. Successful completion of at least three annual courses in dance, music, theatre, or visual arts with a grade of "A" or higher
3. A minimum of two of the following requirements
   - Successful completion of a fine arts International Baccalaureate, advanced placement, dual enrollment, AICE, or honors course in the subjects listed above with a grade of "B" or higher
   - Participation in a district or statewide organization's juried event as a selected student participant for two or more years
   - Fulfillment of at least 25 volunteer hours of arts-related community services in the community with a comprehensive presentation on the experience
   - Requirements met in a portfolio-based program identifying the student as an exemplary practitioner of the fine arts
   - Recipient of district, state or national recognition for the creation and submission of an original work of art (musical or theatrical composition, visual artwork, or choreographed routine or performance)

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program encompasses the four state-funded scholarships: Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational Scholars, and Florida Gold Seal CAPE Scholars Awards. These awards are based on program-specific academic requirements and completion of the required volunteer service hours or paid work hours. Volunteer service hours and qualifying paid work hours may only be earned in grades 9-12. In addition, only paid work hours earned beginning June 27, 2022, will be accepted. For more information about the district guidelines for volunteer service and paid work hours, go to hillsboroughschools.org.

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

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

Bright Futures eligibility requirements and funding are subject to change with each legislative session.

The Talented 20 Program

The Talented 20 Program provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20% of their graduating class and who have completed the 18 academic credits required for a state university admission. Determination of Talented 20 students at each high school is made upon completion of the seventh semester. Please note that, while eligible students are guaranteed admission at one of the state

universities, it may not be to their first choice of schools. Students are given priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), if they are eligible for this needs based grant.

Student Recognitions

Honor Roll Criteria

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

1. The Principal's Honor Roll designation is awarded to students who earn A's for all academic grades.

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

3. The Honor Roll designation is awarded to students who earn B's or higher for academic grades.

National Honor Society

The National Honor Society (NHS) is an organization that honors students who are outstanding in scholarship, character, leadership, and service. Membership in the National Honor Society is by invitation only. Only those individuals who are outstanding in all areas receive this honor.

All sophomore, junior and senior class students who have been enrolled in their present high school one semester or more will be eligible candidates for the National Honor Society, if they fulfill the following scholastic requirements based on semester high school grades.

1. To qualify for NHS a cumulative, weighted, unrounded, district GPA of 3.5 or better is required. (As per the National Chapter, each school chapter may require a higher cumulative GPA.)

2. All grades earned in grades 9, 10, 11 and first semester of grade 12 are considered by the school in determining a student's grade point average for NHS.

3. For students to continue membership in the NHS, a student must maintain a 3.5 cumulative, weighted semester average. Students not meeting the requirement will be placed on probation. Students will be allowed only one probationary period.

4. Members may also be placed on probation or dismissed for failure to maintain standards for character, leadership, or service.

The following selection process will be used for membership in the National Honor Society.

1. Selection of students from eligible academic candidates will be by majority vote of the faculty council. However, the entire faculty could be invited to recommend a candidate's eligibility.

2. Character, leadership, and service will be considered in selecting students for membership according to the policy considered fair and appropriate by the faculty of the school.

3. Membership will be by invitation only.

4. A candidate must be enrolled in his or her present high school for at least one semester prior to being eligible for membership.

5. A transfer student from another high school who was a member in good standing of its National Honor Society Chapter will be accepted into the National Honor Society of the school entered.

6. Schools may not limit membership in the National Honor Society by selecting an arbitrary number percentage.

7. Each school may induct new members either once or twice each year, with the number of inductions to be at the discretion of the individual school.

8. Refer to approved exceptions to determine if your school has any additional requirements that are included in a School Improvement waiver.

Academic Letters

To be eligible to receive an academic letter or pin, a student must earn a cumulative, weighted, district GPA of 3.5 or higher at the end of grade 10 and/or 11, and/or at the end of the first semester of grade 12.

- Students must be enrolled full time.
- Students must be enrolled a minimum of one semester in the Hillsborough County Public School system and in attendance by the 15th day of the semester.
- Students transferring between Hillsborough County Public Schools after the 15th school day will be eligible to receive a letter at the receiving school.
- Transfer students must have been enrolled in a regionally accredited school or credits must have been validated.

Each student will receive an academic letter initially and receive a bar and/or letter for each year and/or semester he or she meets the eligibility requirements.

Schools will publicize the requirements for earning an academic letter and notify students of their eligibility.

Co-Curricular and Extracurricular School Letters

Each student fulfilling requirements for the school letter under any category will receive an initial school letter. In addition, a pin or symbol will be awarded for each co-curricular area for which the student has met requirements. A bar will signify ensuing awards. The requirements for each letter are as follows.

Band Auxiliary Units
• earn an overall GPA of C or higher
• participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion
• return all assigned materials (not owned by the student) and have no outstanding debts to the music program
• maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools

Band, Chorus, and Orchestra
• earn a grade of a C or higher in the musical program
• earn an overall GPA of C or higher
• participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion; exceptions will be evaluated by the principal
• return all assigned materials (not owned by the student) and have no outstanding debts to the music program

• maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools

Career and Technical Education (CTE)
• earn a GPA of 3.0 in CTE course(s) for the current school year
• be a current member of a Career and Technical Student Organization (CTSO) Chapter in good standing
• participate in a district and/or state CTSO competitive event
• earn community service hours as required by the CTSO or program
• secure a recommendation from the CTSO Chapter Advisor
• have no outstanding debts to CTSO Chapter

World Languages
• earn a GPA of 3.0 or higher in world language
• earn an overall GPA of 3.0 or higher
• enrolled in a level three course or higher of the same language
• member of a world language National Honor Society or participate in world language competitions

Forensics
• earn a GPA of 3.0 or higher in speech and debate
• participate in 30 hours over and above class time in forensics competition
• receive a recommendation by adviser and/or teacher

Journalism
• earn one full credit in journalism
• earn a GPA of 3.0 or higher in journalism
• participate in 10 hours over and above class time contributing to the school publication
• receive a recommendation by adviser and/or teacher

JROTC
• earn a grade of C or higher in the JROTC program and an overall C or higher GPA
• be active in the team for which the letter is awarded (50% or greater participation in practicing competition)
• receive a recommendation by the team coach and approval by the senior JROTC instructor

Mathematics
• earn a minimum unweighted state GPA of 3.0
• be an active member of Mu Alpha Theta: OR peer tutoring at school (minimum 30 hours per year)

Theatre Arts
• earn 75 Thespian points
• earn a GPA of 3.0 or higher in theatre courses
• participate in the equivalent of two major productions
• receive a recommendation by adviser and/or teacher

TV Production
• earn a GPA of 3.0 or higher in television production
• participate in 30 hours over and above class time in television production
• receive a recommendation by an advisor and/or teacher

Visual Arts
• earn a GPA of 3.0 or higher in visual arts classes and an overall C or higher GPA
• exhibit their own artwork in or out of school
• show evidence of 10 hours or more of involvement in the arts above and beyond the school day
• receive a recommendation from an art teacher

Related Program Information

Refer to *English Language Learners, Exceptional Student Education, Virtual Programs, Home Education, Workforce Connections and Adult Education* sections for specific program information.

English Language Learners

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) program is designed to develop English language proficiency and academic potential for eligible English language learners (ELL). (F.S. 1003.56) English language learners are students with limited English proficiency and further defined as:

- students who were not born in the United States and whose native language is a language other than English, or
- students from a home environment where a language other than English is spoken, or
- American Indian or Alaskan Native students from an environment where a language other than English has had a significant impact on their level of English language proficiency, and
- who have sufficient difficulty speaking, reading, writing, or listening in the English language.

Initial eligibility for ESOL services is based on the student's level of English proficiency as measured by the language screening assessment. (Rule 6A-6.0902 F.A.C.)

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 30 days of enrollment.

Decisions regarding ESOL services are determined by the ELL Committee based on a review of the following:

- academic performance,
- standardized assessments and language acquisition data,

- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction,
- the student's English language proficiency, and
- attendance and retention data.

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

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

Grade Level Placement/Enrollment

Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment based on refugee status or limited English proficiency. Students must be placed age appropriately if no official transcript is available. Middle and High school students who enter without records are eligible for the credit verification process as defined in the **State Uniform Transfer of Students in Middle Grades and High School** (**6A-1.09941)**

Equal Access for English Language Learners

English language learners, including refugees and other immigrants, racial and national origin minority students, should not be restricted due to the English proficiency and are entitled to equal access to:

- appropriate programs and services other than ESOL, such as, compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services and
- courses that are equivalent and comparable in scope, sequence and quality of instruction provided to English proficient students and are understandable at the student's level of English proficiency.

Written and oral communication with parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible. (Rule 6A-6.0908, F.A.C.)

Student Progress Reporting

Grading and Report cards

English Language Learners (ELLs) are graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

Student Progress Alerts

All written and oral communication regarding progress monitoring between the school district and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible.

Assessment

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

English language learners are required to participate in the statewide assessment program.

- Assessment results will be used to evaluate the progress of individual students. The ELL Committee will convene to adjust, modify, or improve the ELL student plan when indicated by annual assessment data.

(Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, 6A-1.09432 F.C.A.)

Promotion or retention decisions may not be made for English language learners based solely on a score on any single assessment instrument.

English Language Learners (ELLs) may be provided test accommodations in accordance with the provisions of Rule 6A-6.09091, F.A.C. Requirements for the annual English language proficiency assessment for ELLs are established in Rule 6A-6.09021, F.A.C.

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

Accommodations for Statewide Assessments

Appropriate and allowable accommodations are provided to English language learners who are currently receiving services or have exited and are in the two-year monitoring period, provided these accommodations have been implemented throughout the course of the academic year. Accommodations are defined as adjustments to settings and/or scheduling to include amount of time for administration, assistance in heritage language, and the use of an approved translation dictionary or glossary, detailed as follows:

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

Accommodations that negate the validity of statewide, standardized assessments are not allowable as provided in specific test administration manuals. Prior to the test administration, parents or guardians of English language learners must be notified in writing, in their native language whenever possible, of these accommodations. Parents are provided the opportunity to select the preferred method of test administration. FS 1008.22, Rule 6A-6.09091, F.A.C.

Graduation Options for English Language Learners

English language learners who have completed the credits required for graduation and who have not met the grade 10 standards as measured by the statewide, standardized assessment will be eligible for compensatory education for "a thirteenth year". (Rule 6a-6.0909. F.A.C.)

Pursuant to Section 1003.433(3), F.S., beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years

and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

a) Passes the required assessment or alternate assessment after having received English language instruction offered by a public school during the summer following the student's senior year or

b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA. Formative assessments that may be used for this purpose are:

1. Benchmark assessments included as part of an instructional materials adoption.
2. Portfolios of independently produced student work; and
3. Assessments developed or purchased by districts to monitor academic progress.

A portfolio used to meet the requirements of this subsection must meet the following criteria:

1. Be selected by the student's teacher.
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments.
4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and
5. Be signed by the teacher and the principal as an accurate assessment of the required skills.

Exceptional Student Education

Program Placement

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

1. A student will only be placed in an ESE program when a staffing committee determines that the student meets eligibility and a parent or guardian consents to Exceptional Student Education.

2. The Individual Educational Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), Local Education Agency (LEA) representative, evaluation representative(s), and when appropriate, the student.

3. The IEP team determines Extended School Year (ESY) services for SWD.

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

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

Accommodations

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

Grade Reporting

A specialized report card is utilized for students in grades K-5 with significant cognitive disabilities who are provided alternate standard instruction through Access Points. Grades reflect the student's academic progress based on the Access Points for the grade level/courses in which the student is enrolled.
The general education report card is utilized for all other SWD.

Grade Level Placement

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

Assessments

SWD participate in the state and district assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state assessments are allowable as specified in the test administration manuals. (Rule 6A-1.0943, F.A.C.)
The decision that a student with a significant cognitive disability will participate in the Florida Alternate Assessment (FAA) as defined in state board rule is made by the IEP team and recorded on the IEP. Parental consent procedures for participation in the Florida Alternate Assessment must be followed. (Rule 6A-6.0331(10), F.A.C.)

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

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

Waiver of Assessment Results/Scores

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

A graduation portfolio of quantifiable evidence of achievement is required for students alternately assessed whose performance on standardized assessments is waived. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit must be documented in the portfolio, when applicable.

Graduation Options for SWD

Standard Diploma

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

Two additional options are available only to students with disabilities. The two options are as follows:

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

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

The diploma option for a SWD will be documented on the IEP prior to the student's 14th birthday or be in place prior to the student's first day of high school whichever comes first and reviewed annually by the IEP Team.

Deferral of Receipt of a Standard Diploma

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements as specified in F.S.1003.4282(9). A statement documenting discussion of the deferment process must begin by age 14 or prior to beginning high school (whichever occurs first). The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP. The decision must be noted on the IEP and the parent or guardian, or the student over the age of 18 for whom rights have transferred must sign a separate document stating the decision. (Rule 6A-109963, F.A.C.) The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services.

Failure to defer receipt of a standard high school diploma after all requirements are met releases the HCPS from the obligation to provide a FAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. A student with a disability who receives a may continue to receive FAPE until their 22nd birthday, or, at the discretion of HCPS, until the end of the school semester or year in which the student turns 22. (Rule 6A-6.0328(1), F.A.C.), (F.S. 1001.02(1), F.S. 1003.4282(8)(c), F.S. 1003.4282, F.S. 1008.22)

Beginning in the 2025-2026 school year, students with disabilities enrolled in traditional school sites, who meet the requirements for a standard high school diploma but choose to defer their diploma, will participate in their school's graduation ceremony with their classmates who entered 9th grade the same year.

*A student who transfers into the district having already deferred graduation will be permitted to participate in a graduation ceremony.

504 Educational Plans

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

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

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

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

Gifted Education

Gifted education is a component of exceptional student education (ESE) and provides services and supports for students identified as gifted. A continuum of services and specially designed instruction is available for students who qualify for gifted services. These services are designed to meet the student's unique educational needs through differentiated curriculum, advanced content, enrichment opportunities, acceleration, and instruction that fosters critical and creative thinking, problem solving, and independent inquiry.

At the secondary level, students may access a variety of advanced academic opportunities, including Honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, career and technical education programs, and other accelerated coursework aligned to their Educational Plan.

The Educational Plan (EP) is used by the EP team to make placement and service decisions based on the student's strengths, needs, and goals. The EP team includes the parent or guardian, general education teacher(s), gifted teacher(s) and/or other service provider(s), the LEA representative, and when appropriate, the student. Students who are eligible for an additional ESE program will have their gifted eligibility and goals documented within their Individual Educational Plan (IEP). The EP is reviewed periodically and updated to reflect the student's current strengths, needs, and educational goals.

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

Virtual Instruction Programs

Virtual Instruction Programs offers part-time and full-time options for students in kindergarten through grade 12, providing for academic acceleration, flexible scheduling, and course recovery. All Hillsborough Virtual School (HVS) and Hillsborough Virtual School+ Credit Recovery (HVS+ Credit Recovery) courses are aligned to Florida State Standards, taught by certified Hillsborough County Public School teachers, and accredited by AdvanceEd and Southern Association of Colleges and Schools (SACS). Students who meet age, grade, or pre-requisite course requirements are eligible for HVS courses. Students are responsible for submitting assignments regularly to demonstrate progress. Students not meeting minimum weekly requirements may be withdrawn from courses at the discretion of the HVS administration. (F.S.1003.498)

HVS Full-Time Program

The HVS Full-time Program is a choice school option for students in kindergarten through grade 12. Full-time students are considered public school students and are subject to the requirements of the HCPS Student Progression Plan including participation in district and state standardized assessments.

HVS Full-Time follows the HCPS academic calendar. New students begin at the start of each school year. Report cards are issued at the end of each semester instead of quarterly.

Students apply directly through the Choice Office during the open application windows. (Refer to the HCPS website for specific eligibility criteria and additional enrollment information.)

HVS Flex Part-Time Program

Full-time HCPS K-12, Home Education, or Step Up For Students Scholarship students may co-enroll in the HVS Flex Part-time Program and take virtual courses in place of or in addition to on-site courses. (Refer to the *Middle School and High School, Enrollment* sections regarding secondary full-time enrollment criteria.)

Students that are taking courses through Hillsborough Virtual School Flex Part-Time must be enrolled in a physical school, home education program, or a documented Step Up For Student Scholarship recipient as their primary enrollment.

Course offerings with descriptions and registration directions are provided on the HCPS website. Once a student completes the registration, the course will need approval by the school counselor or an administrator at the physical school. The parent is responsible for approving course requests for home education or Step Up For Students Scholarship students. The physical school serves as the primary enrollment for testing and graduation, if applicable.

For senior class rank calculations, the "final grade report" must be received by the primary school on or before the fifth teacher workday after the last day following the end of the first semester. Grades received after the HCPS designated date will not be included in class rank calculation for graduating seniors. It is the student's responsibility to ensure that their transcript accurately reflects their courses and grades by the appropriate date. Refer to the *High School Rank in Class* section for additional information.

HVS+ Credit Recovery Program

Full-Time HCPS High school students may co-enroll in the HVS+ Credit Recovery Program to grade enhance and/or recover credits that are required for graduation. Students are assigned to a certified HVS+ Credit Recovery teacher and work in a computer lab at their physical school with a lab manager during the regular school day. This program is not intended as an acceleration option.

Home Education Option

Students enrolled in Home Education are eligible to co-enroll in HVS Flex Part-Time. The parent or guardian manages and approves the virtual course registration.

Home Education students do not qualify for a Hillsborough County high school diploma. (Refer to the *Home Education* and *High School, Course Credit* sections for additional information.)

Home Education

Home education is defined as "sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements." (F.S. 1002.01)

A home education program is not a public-school program but is registered through HCPS for compliance with the state's attendance requirements. (F.S. 1001.41)

Home Education Enrollment

The parent is responsible for submitting a letter of intent to home educate. Enrollment can be expedited by submitting the letter electronically through the Choice Office. HCPS will provide the parent with a letter of notification, documenting the student's registration with the Home Education Program.

To meet the attendance requirement, a student enrolled in a public school must continue attendance until the letter of notification is received.

The parent is responsible for maintaining a portfolio of records and materials, providing an annual educational evaluation, and complying with all home education requirements per Florida Statute.

District options for Home Education students include:

- HVS Flex Part Time and/or
- part-time enrollment at the attendance area school or approved choice school, pending course availability.

When a home education student co-enrolls part time, the parent or guardian determines the grade level placement. However, home education co-enrolled students may not be considered a senior and are ineligible for senior privileges.

If returning to a physical school, students must meet enrollment and graduation requirements to be eligible for an HCPS high school diploma.

1. Students with an official transcript from an accredited program must be enrolled full time within the first 15 days of the last semester.

2. Students who do not have an official transcript from an accredited program must be enrolled full time by the start of their senior year to validate credits.

Refer to the Florida Department of Education and the HCPS Home Education website for program requirements and procedures.

Home Education Termination and Grade-level Placement

When a student ends a home education program and returns to a district school, the parent is responsible for:

- submitting a letter of termination to the Home Education Office; and
- providing a portfolio of the students' work for each subject, the most recent home education annual evaluation, and official transcripts to the school of enrollment.

Students must meet the age requirements for initial placement in kindergarten or grade 1. Elementary placement is determined based on the student's age and maturity, standardized achievement test results, state assessments, academic records, and evidence from the student's home education portfolio. (Refer to the *Elementary Student Progression, Initial Placement* section for additional information.)

Upon review of the student's home education and prior school records, the principal determines the student's grade-level placement and validates grades and credits, if applicable. The principal may refer

the student's record to the district office for further review. (Refer to the *High School, Course Credit* section for additional information.)

The student's initial grade level, course placement, and course credit are subject to review based on the student's actual performance during the first six weeks of enrollment for kindergarten through grade 5 or the first grading period of enrollment for grades 6-12.

Career and Technical Education

Career Clusters

Career and Technical Education (CTE) courses are available to students in grades 6 through 12. These courses allow middle school and high school students to explore career education options as they prepare for postsecondary education and careers. Career and Technical Education courses are available in a wide variety of career clusters as listed on the following chart.

Middle and High School CTE Career Clusters	
Agriculture, Food, and Natural Resources	Hospitality and Tourism
Architecture and Construction	Human Services
Arts, A/V Technology, and Communication	Information Technology
Business Management and Administration	Law, Public Safety, and Security
Education and Training	Manufacturing
Engineering and Technology Education	Marketing, Sales, and Services
Finance	Transportation, Distribution, and Logistics
Health Science	

Career-Themed Courses and Industry Certifications

Career-themed courses prepare students for industry certification and/or further education. Industry certifications are nationally recognized credentials that students earn through a certification exam, which is an assessment of standards for knowledge, skills, and competencies by an independent third-party certifying entity. Students with an industry certification are employable within the industry.

CTE Options for Graduation Requirements

State-approved courses, including computer science, and industry certification can be used to satisfy or waive high school graduation requirements.

1. Students who take a career-themed course and earn an industry certification, for which there is a current statewide college credit articulation agreement, may substitute for up to two mathematics and one equally rigorous science credit, except for Algebra 1, Geometry, and Biology 1. One substitution per industry certification is allowed with a maximum of three substitution credits. The substitution does not factor in the student's cumulative unweighted, state grade point average. (F.S.1003.4282)

2. Students who earn a state-approved computer science credit may substitute up to one mathematics credit or up to one equally rigorous science credit, except for Algebra 1, Geometry, and Biology 1. Refer to the FLDOE.org for an up-to-date list of approved courses and industry certifications. (F.S.1007.2616, F.S.1003.4282)

3. Students with disabilities may substitute state approved CTE courses containing content related to the course for which it is substituting, for both core access and non-access courses. Course substitutions may apply for one credit in English IV, mathematics, science, and their access equivalent course, except for Algebra 1, Geometry, Biology 1, and U.S. History. (Rule 6A-1.09963, F.A.C)

4. Students may satisfy the "*One credit in fine or performing arts, speech and debate, or career and technical education"* graduation requirement by earning credit for designated CTE courses (Coded as CT) as specified in the State Course Code Directory.

5. Students may earn science credit for CTE courses identified as meeting the equally rigorous science course graduation requirement as specified in the State Course Code Directory. One science credit must include Biology 1.

6. Students may satisfy the "Financial Literacy" graduation requirement by completing either the semester CTE course titled "Personal Financial Literacy (Course#8500120) or the annual CTE course titled "Personal Finance (Course #8815120)

CTE Concentrators

The "Strengthening Career and Technical Education for the 21st Century Act" is a federal law that defines a CTE Concentrator as a student who completes two or more high school courses in a single CTE program.

Occupational Completion Points

An occupational completion point indicates a level of competency mastery that qualifies a person to enter an occupation linked to a CTE program. Effective July 1, 2020, points will only be awarded and applied at the post-secondary level. Points earned prior to July 1, 2020, are valid and will appear on the students record. Students earning a secondary occupational completion point are eligible to enter the postsecondary technical college at the next occupational completion point level, within the corresponding program of study.

Career Dual Enrollment

Students in grades 9 through 12 may earn high school credit and postsecondary, technical college credit through career dual enrollment courses. Course enrollment includes tuition, registration, and instructional materials at no cost to students. (Refer to the *High School, Dual Enrollment* section for additional information.)

Work-Based Learning

Students in grades 9 through 12 may earn high school credit for participating in Work-Based Learning, which is defined in Florida Statute as "interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution." Florida Statute now requires that district school boards ensure that each student in grades 9 through 12 has access to at least one work-based learning opportunity. FL DOE is currently working to establish a process that enables a student to receive work-based learning or credit in electives for completing a threshold level of demonstrable participation in extracurricular activities associated with career and technical student organizations. As a result, for example, a student who completes a supervised agricultural experience through the Florida Future Farmers of America would receive a work-based learning credit or elective credit.

Career and Technical Student Organizations (CTSOs)

Students enrolled in CTE programs are encouraged to participate in CTSOs, which are aligned to career clusters and serve to extend learning through authentic, real-world applications to include co-curricular activities and competitions at the school, regional, state, and national levels. CTSOs engage students in community service, leadership and networking and may offer internships and/or scholarship opportunities.

- DECA (Finance, Marketing & Hospitality Education)
- Family, Career & Community Leaders of America (FCCLA)
- FFA (Agribusiness Education)
- Florida Public Service Association (FPSA)
- Future Business Leaders of America (FBLA)

- Future Educators Association (FEA)
- HOSA (Health Science Education)
- SkillsUSA (Industrial and Cosmetology Education)
- Technology Student Association (TSA)

Beginning in the 2023-24 school year, a student in grade 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur outside of regular class time. The 135-hour threshold may be accumulated over the course of one or more academic years (FL DOE Rule 6A-1.09442)

Workforce Connections: Postsecondary Education

Hillsborough Technical Colleges (HTC)

HTC serves as postsecondary extension of Hillsborough County Public Schools for personal, technical, and professional growth.

The Technical Colleges offer a variety of career certificate programs that prepare students for employment in Agribusiness , Early Childhood, Hospitality and Tourism, Human Services, Information Technology, Public Service, Health Science, and Transportation, Industrial Trades, and Manufacturing Technology. (Refer to Hillsborough Technical Colleges on the HCPS website for specific program information.)

Adult and Career Services Center (ACSC)

The Adult and Career Services Center offers counseling and program advisement at no cost to adult learners seeking assistance in identifying their employability interests, options, and educational goals.

Postsecondary Enrollment

Individual programs have specific admissions requirements that may include a standard high school diploma or GED®. Remedial programs are available for students when needed. Students who meet all admission requirements will be scheduled for the next available start date.

1. Students must provide an official high school transcript to verify previously earned technical college credits.

2. The individual college or program determines the student's course placement.

3. Students are responsible for testing, tuition, and certification fees.

4. Students who meet eligibility may use the Florida Gold Seal Vocational Scholarship at HTC.

5. Financial aid is available to qualifying students.

Adult Education

Adult Education Programs

Adult education provides high school credit recovery courses, adult high school credit courses, and high school equivalency diploma (GED®) preparation courses. Adult high school credits may be applied to a standard diploma or an adult high school diploma.

Students must be 16 years of age or older to qualify for adult education programs.

State required tuition fees apply to students in the adult program who are withdrawn from the K-12 educational system. Books and materials are provided in the classroom for student use.

High School Credit Recovery

High school students may co-enroll in the adult high school credit program to recover credits that are required for graduation with the high school principal's written approval. This program is not intended as an acceleration option; students may not graduate prior to their graduation cohort. Students are limited to a maximum of four credits per year in accordance with state rule.

Adult High School Credit

The Adult High School Credit Program provides an option for students who have withdrawn from the K12 educational system to earn a standard diploma. Students must complete all graduation requirements, including course requirements and state assessments.

1. Students entering adult high school before their grade 9 cohort has graduated must meet the graduation requirements based on the year that the student entered grade 9.

2. Students entering adult high school after their grade 9 cohort has graduated or who are not part of a grade 9 cohort must meet the current grade 12 cohort graduation requirements that are in effect for the year they enter adult high school.

Students who withdraw from high school and enroll in the adult high school credit program may reenroll in a high school prior to their 18th birthday.

High School Equivalency Diploma

To be eligible for a high school equivalency diploma program (GED®), the student must be at least 16 years of age, withdrawn from the K-12 educational system, and must file a formal declaration of intent to terminate enrollment pursuant to s. 1003.21(1)(c), F.S.

Once students are enrolled into the GED® class, they will be assessed on the Comprehensive Adult Student Assessment System Greater Opportunities for Adult Learning Success (CASAS GOALS). This assessment identifies a student's academic skill level and helps instructors deliver a customized course of study for each student pursuing a high school equivalency (GED®). Students are placed into classes based on their CASAS score:

1. Students who score below National Reporting System (NRS) level 5 are enrolled in Adult Basic Education (ABE) courses as a prerequisite for the GED® preparation program.
2. Students who score National Reporting System (NRS) levels 5 or 6 are admitted directly to a GED® preparation program.

Students who do not pass the high school equivalency (GED®) exam are eligible to continue in Adult Education classes to improve their ability to pass the high school equivalency.

Course Grades

Mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, and examinations.

Adult high school students must earn a 2.0 cumulative, unweighted state GPA to earn a standard diploma.

Refer to the *High School Grade Point Average* section for additional information.

Grading Scale

The following chart reflects the grading system and interpretation of letter grades used to measure student success consistent with the 6-12 state grading system.

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

Grade Enhancement

Credit recovery courses allow students to earn grade enhancement.

1. Grade enhancement for required courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course.

2. Grade enhancement for elective courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in another course.

3. An exception is provided for students who earned a grade of C for a high school credit course during middle school.

The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student attempted with the exception of grades replaced by grade enhancement. District GPA calculation and class rank includes all courses attempted including grades replaced by grade enhancement.

Adult Credit

Credit is granted in the adult high school credit program when a student earns a D or higher average by demonstrating mastery of the course performance standards and the final exam or End of Course (EOC) exam. When applicable, the state EOC constitutes 30% of the final grade.

One-half credit is granted when the student successfully completes the performance standards that have been identified as being in the first semester or second semester of a course.

Adult Education Diploma or Certificate Options

Adult High School Diploma

An Adult High School Diploma is awarded to students who earn the 24 required credits or 18-credit ACCEL option, have a 2.0 GPA and earn a passing score or the concordant/comparative score on state required assessments.

State of Florida High School Diploma

A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test.

Services for Adult Exceptional Students

Adult students with disabilities who have been identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disabled, physically impaired, speech or language impaired, visually impaired, have an emotional behavioral disability, autism spectrum disorder, traumatic brain injury, dyslexia, dyscalculia, or developmental aphasia will have access to postsecondary education, career counseling, and/or services. (F.S.1007.02)

Adult students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with the service provider. A program of studies is prescribed at the time of entry and progression is based upon demonstrated mastery of performance standards. Accommodations and modifications are provided in accordance with Workforce Education 504 and Americans with Disabilities Act (ADA) Amendments Act.

All other requirements for adult education apply to adult exceptional students.