

5420.02 - REPORTING STUDENT PROGRESS - MIDDLE SCHOOL

Progress Reports

The progress report provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance. Student evaluations shall be reported to parents as a formal student progress report at six (6) week intervals in middle schools. Each progress report shall contain information regarding a student's performance at grade level or below, behavior and attendance. The final progress report shall contain information regarding a student's promotion or non-promotion.

Interim Progress Reports

Interim conferences or written progress reports or both are recommended for those students having such need of them. Some schools choose to distribute interim progress reports to all students. Interim progress reports must be given to students whose performance indicates that a D or F grade for the grading period is likely. Interim progress reports are to be issued near the midpoint of the grading period.

Alternate Progress Reports

No changes shall be made in the form of the progress report without the express approval of the Superintendent.

Exceptional Students

Exceptional students with disabilities must receive progress reports indicating progress towards Individual Education Plan (IEP) goals and the likelihood they will accomplish the goals during the period covered by the IEP, in addition to the general education progress report each time the general education progress report is provided.

The IEP of each student with a disability specifies the student's curriculum:

- A. Grade level expectations, without accommodations.
- B. Grade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.
- ~~C. Below grade level curriculum: A student is below grade level curriculum if the student's instructional level in reading, writing, or mathematics is two (2) or more years below grade level. The student's IEP and progress reports specify instructional levels and progress is reported based on specified instructional levels.~~
- DC. Sunshine State Standards with Access Points: Students that are eligible for Alternate Assessment, as specified on their IEP, can enroll in exceptional student education access courses. If a student is involved in a functional academic and functional life skills curriculum, progress is reported based on the Sunshine State Standards with Access Points at the independent, supported, or participating level, as selected by the student's IEP team.

Exceptional Student Education courses identified in the District course code directory may be used to meet requirements for promotion. Note: ESE courses with special diploma performance standards do not prepare a student to pursue a standard diploma.

Academic and Conduct Grades Separate

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the student's conduct. All progress reports shall provide some form of evaluation concerning the student's conduct or deportment. In no case shall the student receive an academic grade which is contingent upon his/her conduct, except as provided in the Code of Student Conduct.

Grading Scale

The grading system and interpretation of letter grades used in middle and high school shall be as follows:

- A. A = 4 grade points (90%-100%) (outstanding progress)
- B. B = 3 grade points (80%-89%) (above average progress)
- C. C = 2 grade points (70%-79%) (average progress)
- D. D = 1 grade point (60%-69%) (lowest acceptable progress)
- E. F = 0 grade points (0-59%) (failure)
- F. I = 0 grade points (Incomplete)

Percents between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine percent (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.5) or above; those below the midpoint (.5) shall be rounded down to the lower grade.

Final Grades

- A. End of Course Assessments and Final Examinations

Middle grade students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment to earn high school credit.

Middle grade students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Neither middle grade students nor high school students enrolled in high school **geometry** are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Both middle grade students and high school students enrolled in high school **Biology** must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

~~Students enrolled in a year long Algebra 1 or Geometry course must pass the End of Course Assessment to earn credit for Algebra 1 and Geometry.~~

~~Beginning in the 2013-2014 school year, students must take and pass the Civics End of Course Assessment in order to be promoted to high school.~~ In Pinellas County students entering grade 7 starting 2012-2013 and beyond must be enrolled into a year long Civics education course. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in Civics education MUST constitute 30 percent of the student's final course grade. Lastly, students enrolled MUST pass the Civics course in order to be promoted to the 9th grade.

No middle school courses will have a final examination counting as a separate grade.

B. Grade Computation

The six (6) marking period grades shall be used to formulate the final grade for the yearlong course. In the case of semester courses, the three (3) six weeks' grades will be used to determine the final grade. In the case of twelve (12) weeks' courses, the two (2) six (6) weeks' grades will be used to determine the final course grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below (see also paragraphs Options for Grading, Three or More Fs, and Plus and Minus below):

1. A = 3.5-4
2. B = 2.5-3.5
3. C = 1.5-2.5
4. D = .5-1.5
5. F = 0-.5

C. Incomplete Progress Report Grades

A student receiving a grade of Incomplete (I) in a course(s) during any grading period shall have a period of three (3) weeks after his/her return to school to make up any work missed that is needed for the teacher to be able to assign an appropriate grade. Any incomplete grade will revert to an "F" if the student does not make up the work missed within the three (3) weeks of returning to school. Extensions of time may be granted by the principal for the final grading period of the year.

D. Grades for Courses Awarding High School Credit

1. Grades for courses that offer high school credit in middle school will be used to calculate high school class rank and grade point average.
2. Grade Forgiveness: A middle school student enrolled in a course awarding high school credit and earning a grade of "C", "D", or "F" may repeat the course for forgiveness as defined in Board policy.
3. Semester grades for courses that offer high school credit in middle school are calculated according to the **Final Grades** section, letter **A**, in Policy 5420.03 - REPORTING STUDENT PROGRESS AND CLASS RANKING – HIGH SCHOOL.
4. Credit for high school courses can only be awarded upon successful completion of all course requirements.

E. Options for Grading

If the student's grade point average in a course is 3.5, 2.5, 1.5, or .5 it will be the option of the teacher as to whether the higher or lower grade will be given. If the lower grade is given, the decision must be documented and approved by the principal (or designee).

F. Three or More Fs

When three (3) or more of the marking period grades are "F" and the grade point average is .67 (rounded) or above, it will be the option of the teacher and principal as to the final grade.

G. Plus and Minus

No plus (+) or minus (-) symbols shall be used for any final grade.

Grading In Secondary Physical Education

~~The grades received by students enrolled in secondary physical education classes will be determined by "weighting" the various areas of the program, such as participation (50%), skill (25%) and knowledge (25%).~~ Middle school Physical Education teachers should use the following weighting components for each marking period: participation (25%), skill (25%), knowledge (25%), and fitness goal completion (25% based on Fitness Improvement Rubric).

Secondary Course Modification

Schools may combine the content of two (2) courses into one (1) single period of instruction through the development of a course modification. Students may be granted credit for both of the courses represented in the course modification. In order to participate in a secondary course modification for students other than those enrolled in dropout prevention or exceptional student education, a school must complete the steps of the course modification process developed by the Division of Teaching and Learning.

Credits from Other Schools

It is the responsibility of the District to uphold the minimum educational standards of the State of Florida. The District shall place the student in the appropriate sequential courses.

1 **ACCEPTANCE OF CREDITS**

3 **Student Transfers from Other School Systems**

5 Students transferring to District public schools from other school systems shall meet the Board's
6 graduation requirements, but such students shall not be obliged to retroactively meet such requirements
7 so long as they have met all promotion requirements of their respective school districts and states prior to
8 transferring to District public schools.

10 **High School Credit of Transferring Middle School Students**

12 Middle schools shall accept at face value the credits of students transferring from a Florida public school;
13 from a public school in one (1) of the other forty-nine (49) states; from a Department of Defense school;
14 from a school accredited by a regional accrediting agency under the governance of National Study of
15 School Evaluation, National Council on Private School Accreditation member agencies, the Florida
16 Council on Independent Schools and the Florida Association of Christian Colleges and Schools, or from a
17 foreign school that is a recognized/accredited institution qualified to grant such credit consistent with the
18 standards of the country in which the school is located, based on an official transcript from the
19 transferring school. The regional accrediting agencies under the governance of National Study of School
20 Evaluation are Middle States Association of Colleges and Schools, New England Association of Colleges
21 and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and
22 Schools, AdvancEd - Southern Association of Colleges and Schools, and Western Association of
23 Colleges and Schools.

26 A. Middle schools shall accept credits of students transferring from schools including
27 home education that do not meet the above guidelines subject to the following
28 conditions:

- 30 1. A student will be placed in the appropriate sequential course level in
31 mathematics, science, social studies, and language arts. The student's credit
32 will be based on successful completion of one (1) grading period of course
33 work in each of the four (4) subject areas. Credit for all other courses will be
34 accepted at face value provided that an equivalent course is contained in the
35 listing of approved courses for middle/high schools in Florida.

37 For each subject area in which the student earns a C or higher during the
38 student's first grading period after transferring to a District middle/high school,
39 the grades and credit earned in the school from which the student is
40 transferring will be entered on the student's transcript. For each subject area
41 in which the student earns a D or lower during the student's first grading
42 period after transferring to a District middle/high school, the grades and credit
43 earned in the school from which the student is transferring will be validated
44 using the Alternative Validation Procedure before being entered on the
45 student's transcript.

- 48 2. Alternative Validation Procedure. If validation based on performance as
49 described above is not satisfactory, then any one (1) of the following
50 alternatives shall be used for validation purposes as determined by the
51 teachers, principal, and parent:

- 53 a. portfolio evaluation by the Superintendent or designee;

- b. written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- c. demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- d. demonstrated proficiencies on nationally-normed standardized subject area assessments;
- e. demonstrated proficiencies on the FCAT; or
- f. written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs of this policy if required.

B. Accreditation agencies that do not meet the criteria outlined in this subsection for credits to be accepted by District high schools at face value may appeal to the Assistant Superintendent for Secondary Curriculum to have their accreditation process reviewed. If such an agency can show that their accreditation standards are equivalent to those of agencies under the governance of National Study of School Evaluation in the areas of instructional program design, governance and organization, personnel, services, plant operations and facilities, and finance and business operations as outlined in the Standards for Secondary Schools published by the regional accreditation agencies under the governance of National Study of School Evaluation, then credit from a school accredited by that agency may be accepted at face value.

C. Transfer of High School Credits for Courses with End of Course Assessments

If a student transfers into a Florida middle school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1 or an equivalent course, Geometry or an equivalent course, or Biology 1 or an equivalent course, the decision as to whether the student must take Florida's EOC assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:

1. When evaluating a transfer student's transcript that indicates a 1.0 credit was earned in Algebra 1, Geometry, or Biology 1, it is important to consider the school year in which the student entered ninth grade for the first time (ninth grade cohort) and the school year in which the student took the course.
2. The transfer student is required to take the Algebra 1 EOC Assessment if the student entered grade 9 in 2011–2012 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act.
3. The transfer student is required to take the Geometry EOC Assessment and the Biology 1 EOC Assessment if the student entered grade 9 in 2012–2013 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

1
2 F.S. 1001.32(2), 1001.41, 1001.42, 1001.43
3 F.A.C. 6A-1.0955(3)(a)7

4
5 Adopted 12/9/09; Revised 12/6/11, 01/15/13, and / /14

6
7 Approved as to form and legality:
8
9

10 
11 _____
12 School Board Attorney