

Florida Virtual School Student Progression Plan

2025-26



Table of Contents

- Table of Contents 2
- I. Introduction 5
- II. FLVS is a Statewide Florida School District 5
 - A. FLVS Full Time Public Schools 5
 - B. Interstate Compact on Educational Opportunity for Military Children 5
- III. FLVS Full Time Student Progression 6
 - A. Comprehensive Program 6
 - B. Allocation of Resources 6
 - C. Reporting Student Progress 6
 - D. Report Cards 6
 - E. Annual Report 6
 - F. Required Instruction 7
 - 1. State Academic Standards 7
 - 2. Promotion, Acceleration, Placement, and Retention 7
 - 3. Physical Education; Assessment 9
 - 4. Progress Monitoring Plans and Remediation 10
 - 5. Good Cause Exemptions 11
 - 6. Retention of Students with Disabilities 11
 - 7. Early Warning System 11
 - G. Award of a Standard High School Diploma 12
 - H. Academically Challenging Curriculum to Enhance Learning (ACCEL) Options 12
 - I. Eligibility and Procedural Requirements 13
 - 1. Elementary School Acceleration Eligibility 13
 - 2. Middle Grades Acceleration Eligibility 13
 - 3. High School Acceleration Eligibility 13
 - 4. ACCEL Requirements 13
- IV. Initial Enrollment Requirements 14
 - A. Eligibility Information 14
 - B. Credits from Other Schools 14
 - C. Transfer of Student Credits 15
- V. FLVS Full Time Assessment 15
 - A. Grading 15
 - B. Statewide Assessment Program – Kindergarten-5 15
 - C. Statewide Assessment Program – Middle School 16
 - D. Statewide Assessment Program – High School 17
 - E. ACCESS Testing for English Language Learners (ELLs) 18
 - F. Statewide EOC Assessments and Final Grades 18

VI.	FLVS Full Time Elementary School	19
A.	Kindergarten-3 Reading and Kindergarten-4 Mathematics Assessment.....	19
B.	Kindergarten-5 Student Outcomes in Literacy and Math.....	19
C.	Intensive Acceleration Class for Retained Third Graders.....	19
D.	Promotion of FLVS Full Time Elementary Students	19
E.	Elementary School Grading System.....	19
VII.	FLVS Full Time Middle School.....	20
A.	General Requirements for Middle Grades Promotion	20
1.	Academic Courses	20
2.	Career and Education Planning	20
3.	Reading and Math Intervention	21
4.	Middle and High School Grading System.....	21
VIII.	FLVS Full Time High School.....	22
A.	Establishment of Graduation Standards	22
B.	Standard High School Diploma Designations.....	22
1.	Scholar Designation	22
2.	Industry Scholar Designation.....	23
3.	Florida Seal of Biliteracy.....	23
4.	Florida Seal of Fine Arts.....	23
C.	Career and Technical Education Graduation Pathway (CTE).....	23
1.	Alternative Pathway.....	23
2.	Career Education Courses That Satisfy High School Credit Requirements.....	24
D.	Accelerated High School Graduation Options.....	24
1.	Early High School Graduation	24
2.	Parental Notification of Acceleration Mechanisms.....	25
3.	Articulated Acceleration Mechanisms.....	25
4.	Early Admission.....	25
5.	Advanced Placement® (AP®).....	26
6.	Credit by Examination	26
7.	International Baccalaureate.....	26
8.	Advanced International Certificate of Education Programs.....	26
9.	Dual Enrollment Programs	26
E.	Florida Bright Futures Scholarship Program.....	29
F.	Talented 20.....	29
G.	Florida Standards.....	29
H.	Digital Materials	30
I.	Certificate of Completion	30
J.	Notification Requirements for Students Not on Track.....	30
K.	Learning Opportunities for Out-of-Country Transfer Students Needing Additional Instruction to Meet High	

	School Graduation Requirements	31
L.	Credits.....	31
M.	Weighted Grading System.....	32
N.	Transition to Postsecondary Education and Career Opportunities.....	32
IX.	FLVS Flex (Individual Courses)	32
	Exhibit 1: Florida Statewide Assessment Calendar	33
	Exhibit 2: Concordant and Comparative Scores.....	35

I. Introduction

Pursuant to sections [1002.37](#) and [1008.25](#) of the Florida Statutes, the Florida Virtual School (“FLVS”) Board of Trustees (“Board”) is charged with establishing a plan for student progression from one grade to another based on students’ mastery of standards in section [1003.41](#) of the Florida Statutes, specifically English Language Arts, mathematics, science, and social studies standards.

This 2025-26 FLVS Student Progression Plan (“SPP”) has been developed in satisfaction of and consistent with applicable Florida Law, including the above-referenced statutes, as well as [FLVS Board Policy 5410*](#) Student Progression. The SPP is a living document and will evolve with applicable new legislation and regulations as our students and FLVS continue to grow and thrive throughout the school year.

*All links to FLVS Board Policy direct readers to the FLVS Board Policy home page, which includes instructions for accessing individual policies.

II. FLVS is a Statewide Florida School District

FLVS was created by the Florida Legislature more than 25 years ago (see [F.S.1002.37](#)), and serves any student in the state who meets the eligibility requirements for this online educational delivery context. FLVS shall give priority to:

- Students who need expanded access to courses in order to meet their educational goals, such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses.
- Students seeking accelerated access in order to obtain a high school diploma at least one semester early.
- Students who are children of an active-duty member of the United States Armed Forces not stationed in this state whose home of record or state of legal residence is Florida.

Florida law provides FLVS as a school choice option for parents and students. See [F.S. 1002.37](#) for additional information on student and parental rights and education choices.

A. FLVS Full Time Public Schools

FLVS Full Time is a public school district in the state of Florida. Instead of enrolling in the zoned school of enrollment, full-time FLVS students enroll in one of three FLVS schools: Florida Virtual Elementary School (grades K-5); Florida Virtual Middle School (grades 6-8); and Florida Virtual High School (grades 9-12).

FLVS follows a traditional 180-day calendar with all students observing the same start and end dates for school and a more traditional pace of instruction. To learn more about eligibility and request information or enroll in one of the FLVS Full Time schools, please visit <https://www.flvs.net/how-it-works/school-options>.

Note that there are fixed enrollment times and students will not be accepted once enrollment is closed.

B. Interstate Compact on Educational Opportunity for Military Children

The purpose of the [F.S.1000.36 - Interstate Compact on Educational Opportunity for Military Children](#) is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Florida is a participating state in the Interstate Compact and observes the policies and procedures prescribed therein. For complete information on the Interstate Compact and what it provides, visit <https://www.fldoe.org/schools/k-12-public-schools/sss/military-families/>. For more details see [FLVS Board Policy 5111.02](#) Educational Opportunity for Military Children.

If a student and parent/guardian are living outside of the state of Florida and wish to participate in FLVS, it will be necessary for the student to meet eligibility requirements for enrollment set forth in the Interstate Compact. [F.S.1003.05](#) specifies that a student whose parent is transferred or pending transfer to a military installation within the state, rather than within a school district, while on active duty is considered a resident

of the school district for the purpose of enrollment. FLVS will serve that student as an eligible student.

For additional information on required state assessments for military students, please see [F.S. 1008.213](#).

III. FLVS Full Time Student Progression

For more details see [FLVS Board Policy 5410](#), Student Progression, and [F.S.1008.25](#).

A. Comprehensive Program

Per [F.S. 1003.41](#), students must meet specific, published standards approved by the State Board of Education before progression is achieved. Failure to meet standards will result in remediation and/or retention.

B. Allocation of Resources

Schools must allocate resources for students who fail to progress, prioritizing students who will be retained if progress is not achieved. FLVS allocates remedial and supplemental instruction resources to students in the following priority, per [F.S. 1008.25](#): first, students in kindergarten through grade 3 who have a substantial deficiency in reading or the characteristics of dyslexia; next, students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia; and finally, students who fail to meet performance levels required for promotion consistent with the FLVS Student Progression Plan.

C. Reporting Student Progress

FLVS believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The FLVS Board of Trustees directs the establishment of a system of reporting student progress which shall include written reports, parent communication with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility. See [FLVS Board Policy 5420](#), Reporting Student Progress, for additional information.

D. Report Cards

Report cards issued by FLVS will contain information about the student's academic performance in each class or course, which in grades K through 12 must be based upon examinations, as well as other coursework and other academic performance criteria, and must include the student's performance or nonperformance at the student's grade level.

A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, and promotion or non-promotion.

E. Annual Report

FLVS will annually provide a report to the parent of each student identifying the progress of the student toward achieving State and FLVS expectations for proficiency in English language arts, science, social studies, and mathematics. Parents will also be provided a report identifying student results on each Statewide, standardized assessment and the coordinated screening and progress monitoring system under [F.S. 1008.25](#). Progress reporting will be provided to parents in a written, easy-to-comprehend individual student report in a language that parents can understand. This information will also be accessible through secure, web-based options, as part of the FLVS student information system. An individual student report will be provided in a printed format if requested by a parent. The report must also include parent resources

that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

Parents will be notified of substantial deficiency in reading and/or mathematics as required by [F.S. 1008.25](#), if applicable. This report to parents may be included with the student report cards at the end of the year if all students receive report cards.

Note: In the absence of language to the contrary, FLVS Full Time adopts the requirements specified in in Florida law for the operation of the program. Students are expected to meet the progression standards of the state of Florida. FLVS Full Time provides the required testing, intervention, and reporting as required.

F. Required Instruction

See [F.S. 1003.42 Required instruction](#) for additional information. FLVS Full Time shall provide all courses required for elementary grades promotion, middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards (Florida Standards) in the following subject areas: reading and other English language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. Additionally:

- Beginning in the 2021-22 school year, school districts in the State of Florida are required to provide instruction on voting using the primary and general election ballots for all students in grades 11 and 12.
- Beginning in the 2022-2023 school year, school districts in the State of Florida are required to provide instruction in civic and character education, as well as life skills instruction that builds confidence and supports mental health. The purpose of this requirement is to connect the concepts of students' readiness, resiliency and, when necessary, response and recovery.
- Pursuant to Rule [6A-1.094124, F.A.C.](#), instruction must be provided on The History of the Holocaust (1933-1945) and The History of African Americans.
- Per [SB 1264 \(2024\)](#) (amending F.S. 1003.42), beginning in the 2026-2027 school year, school districts in Florida are required to provide instruction on the history of communism.
- Pursuant to Rule [6A-1.094124, F.A.C.](#), school districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule [6A-1.09401, F.A.C.](#), Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building. Refer to [Rule 6A-1.094124, F.A.C.](#) for additional information on minimum requirements for instruction planning and reporting.

1. State Academic Standards

Students must meet specific, published standards approved by the State Board of Education before promotion is achieved. Failure to meet standards will result in remediation and/or retention. See [1003.41, F.S.](#) for additional information.

2. Promotion, Acceleration, Placement, and Retention

FLVS recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

FLVS shall provide for the placement, acceleration, and progression of students through adopted student progression plans. The FLVS student progression plan includes the standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education. A student will be promoted to the succeeding grade level when the student has demonstrated sufficient proficiency to permit the student to move ahead in the educational program of the next grade.

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion, or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option.

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

The student must successfully complete English Language Arts, Social Studies, Science, and Mathematics courses, achieving a 60% or higher overall grade. Students must successfully complete all assigned lessons and assessments in active courses. The following grade level requirements also apply:

- Grades Kindergarten-2 and 4-5: Successful completion of grade level.
- Grade 3: Successful completion of grade level and passing 3rd grade ELA state standards assessment of a Level 2 or higher.

In addition to the above, the following will apply for grades K-5:

- Grades Kindergarten-2 and 4-5: Successful completion of grade level.
- Grade 3: Successful completion of grade level and passing 3rd grade ELA state standards assessment
- To be promoted to grade 4, a student must score a Level 2 or higher on the Statewide standardized English language arts assessment required under [F.S. 1008.22](#) for grade 3.
 - a. If a student's substantial deficiency in reading is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Statewide standardized assessment required under F.S. 1008.22 for grade 3, the student must be retained.
 - b. A student who has been retained in third grade due to a substantial deficiency in reading shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading.
 - c. A student may be eligible for a waiver of retention criteria for acceptable good cause as outlined in the student progression plan.
 - d. A student may be retained at the same grade level/course(s) when he/she has not demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas.

- Parents are informed in advance of the possibility of retention of a student at a grade level.
- The teacher will send a possible non-promotion letter to the parents of at risk students at the beginning of semester two.
- Towards the end of semester two, teachers in Grades K, 2, 4, and 5 send a list of student names who are at risk of retention to the assistant principal.
- The assistant principal reviews the list of students and schedules a meeting with the student's parent or legal guardian to discuss promotion and possible retention.
- During the retention meeting, a decision is made by administration, teacher, and parent/legal guardian whether a student will be promoted or retained based on multiple student data points.
- Promotion and/or retention decisions will be followed up with an email to the student's parent or legal guardian.
- Students meeting the above criteria will be promoted to the next grade level.

Students in middle and high school are promoted to the next grade based on the following:

- Grades 6-8: Successful completion of core courses including a Civics course completed at a public school in Florida*
- Grades 6-8: Successful completion of one course in career and education planning (see section VII.A.2. below)
- Grades 6-8: See section VII below
- Grades 9-12: See section VIII below

- Grades 9-12: Credits earned:
 - Promotion to 10th grade: 6 earned credits
 - Promotion to 11th grade: 12 earned credits
 - Promotion to 12th grade: 18 earned credits
- * *A middle grade student who transfers from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics.*

3. Physical Education; Assessment

FLVS offers a physical education program that stresses physical fitness and encourages healthful, active lifestyles. The program encourages all students through grade 12 to participate in physical education. Physical education consists of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula are reviewed by a certified physical education instructor.

FLVS provides 150 minutes of physical education each week for students in Kindergarten through grade 5. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6-8. One Physical Education credit, which shall include integration of health, must be earned in grades 9-12 to meet high school graduation requirements. Students may substitute two years of band participation for one credit in physical education or one credit in performing arts, as permitted by HB 1105 (2025). For the complete statute language, visit [F.S.1003.455 - Physical education; assessment](#). Parents are encouraged to fill out the Physical Education waiver if they choose to waive this requirement.

For students in a middle school, which has enrolled students in grades six through eight, each student is required to complete one (1) class period for one (1) semester per school year of physical education. Students in grades nine (9) through twelve (12) shall be required to earn a minimum of one (1) credit in physical education.

Each student's parents may request a waiver of participation in physical education prior to the placement of physical education on a student's schedule. A student must meet one (1) of the following criteria to be available for a waiver from the required physical education class:

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

If one (1) of the above criteria is met and the parent has notified FLVS, the student will not have physical education placed on their schedule for that ensuing school year.

In addition to the foregoing, provision shall be made at all levels to excuse individual students from specific activities if the direction to do so is received, in writing:

- A. from the student's physician; or
- B. the student's parent or eligible student if the activity is contrary to their religious beliefs.

Additionally, the physical education requirements may be fulfilled based on the following:

- A. A student can fulfill one (1) unit of credit in physical education by participating in interscholastic sports at the junior varsity or varsity level for two (2) full seasons and passing the State-developed competency test on physical fitness with a score of "C" or better.
- B. Completion of two (2) years of marching band shall satisfy the one (1) credit requirement in physical education or the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical

- education under an Individualized Education Program (IEP) or 504 Plan. Completion of one (1) semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extra-curricular activity, or in a dance class shall satisfy one-half (1/2) credit in physical education or one-half (1/2) credit in performing arts.
- C. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts.

Taking a marching band class, a physical activity class, or a dance class or by completing two (2) years of JROTC will not be a substitute for the personal fitness or adaptive physical education requirements required by Florida law.

4. Progress Monitoring Plans and Remediation

Each student must participate in the statewide standardized assessment program and the coordinated screening and progress monitoring system required by [F.S. 1008.22](#). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance (see [FLVS Policy 5410.01](#) and [F.S. 1008.25](#)).

A student who is not meeting the FLVS or State requirements for satisfactory performance in English language arts and/or mathematics must be covered by one of the following plans:

- A Federally required student plan such as an individual education plan;
- A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal/instructional leader; or
- An individualized progress monitoring plan.

A student who has a substantial deficiency in reading or a substantial deficiency in mathematics must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

The individualized progress monitoring plan shall be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available. The plan shall, at a minimum, include the following:

- The student's specific, identified reading or mathematics skill deficiency;
- Goals and benchmarks for student growth in reading or mathematics;
- A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress;
- For a substantial deficiency in reading the specific evidence-based literacy instruction grounded in the science of reading which the student will receive;
- Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress; and,
- Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Information about the student's eligibility for the New Worlds Reading Initiative under [F.S. 1003.485](#) and information on parent training modules and other reading engagement resources available through the initiative will also be provided. In accordance with [F.S. 1008.25](#) as amended by HB 1255 (2025), students in grades K–5 who exhibit a substantial deficiency in reading will be referred to the New Worlds Tutoring Program. Parents will be notified of eligibility and provided with access to tutoring services aligned with the student's individualized progress monitoring plan.

To be promoted to grade 4, a student must score a Level 2 or higher on the Statewide standardized English language arts assessment required under F.S. 1008.22 for grade 3. If a student's substantial deficiency in reading is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Statewide

standardized assessment required under F.S. 1008.22 for grade 3, the student must be retained.

A student who has been retained in third grade due to a substantial deficiency in reading shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading.

A student may be eligible for a waiver of retention criteria for acceptable good cause as outlined below. A student with substantial reading and/or math deficiency may be retained at the same grade level/course(s) when he/she has not demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas. Parents must be informed in advance of the possibility of retention of a student at a grade level and will have the opportunity to provide input on the retention decision. Parents may also request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional intervention or supports described in remediation plans.

5. Good Cause Exemptions

Good cause exemptions are limited to the following:

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

6. Retention of Students with Disabilities

Retention and assignment of a student with disability will be determined by the student's Individual Education Plan (IEP) Team and follow the requirements of Florida law. The assignment of and services to be provided to a student with a disability will be documented on the student's IEP. Extended school year services may be provided for any student who would severely regress in the student's skills and overall functioning as demonstrated by supporting documentation and determined necessary by the student's IEP team.

7. Early Warning System

FLVS implements an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics during any grading period.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or for students in Kindergarten through grade 3/4, a substantial deficiency in reading and/or mathematics under [F.S. 1008.25 Public school student progression; student support;](#)

[reporting requirements.](#)

A school district may identify additional early warning indicators for use in a school's early warning system. The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

G. Award of a Standard High School Diploma

An FLVS Full Time student who meets the applicable grade 9 cohort graduation requirements of [F.S. 1003.4282 Requirements for a standard high school diploma](#), earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education. See also [FLVS Board Policy 5410](#), Student Progression.

H. Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

See [F.S. 1002.3105 Academically Challenging Curriculum to Enhance Learning \(ACCEL\) options](#). ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in Kindergarten through grade 12.

At a minimum, each school offers the following ACCEL options:

- Whole-grade and midyear promotion for retained students
- Subject-matter acceleration
- Virtual instruction in higher grade level subjects
- Credit Acceleration Program under [F.S. 1003.4295 Acceleration options](#)

Additional ACCEL options may include, but are not limited to, the following:

- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Enrichment programs
- Flexible grouping
- Advanced academic courses
- Combined classes
- Self-paced instruction
- Rigorous industry certifications that are articulated to college credit and approved pursuant to [F.S. 1003.492 Industry-certified career education programs](#) and [F.S. 1008.44 CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List](#)
- Work-related internships or apprenticeships
- Curriculum compacting
- Advanced-content instruction
- Telescoping curriculum

Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content but work on alternate or enrichment activities instead. In "telescoped" curriculum, material is not necessarily "skipped" but students move more quickly through all material thereby

eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.

I. Eligibility and Procedural Requirements

When the promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements.

1. Elementary School Acceleration Eligibility

Students who desire to accelerate in Elementary School must satisfy the following requirements:

- Students must be enrolled in FLVS Full Time for at least 150 days.
- The principal will determine which benchmark assessment tool will be administered for grade 1, grade 2, and grade 3.
- Students in grades 4 and 5 will have prior year State standardized assessment scores of Level 4 or 5.

Once the student has met the requirements, individualized plans are developed for acceleration if the Student Support Team agrees that the student meets acceleration criteria.

2. Middle Grades Acceleration Eligibility

In the Middle School, according to the Middle School Pupil Progression plan, students must take three years of Language Arts, Math, Science, and Social Studies. However, these subjects can be at advanced levels. The criterion that is looked at includes:

- State assessment scores of Level 4/Level 5
- Current grades are all A's and B's
- Other criteria include:
 - Reading/math screeners
 - Performance in prior year's courses
 - Teacher recommendation

3. High School Acceleration Eligibility

A student requesting to participate in Honors, AP, AICE, and Dual Enrollment courses must meet the following criteria:

- Has earned a minimum high school unweighted GPA of 3.0
- Has earned passing scores on FSA English Language Arts for Honors/AP course, or passing PERT/ACT/SAT score for Dual Enrollment
- For AP courses, student has completed pre-requisite for requested course
- For AICE courses, student must meet the AICE prerequisites

4. ACCEL Requirements

Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to information provided above.

Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to information above, the student must be provided the opportunity to participate in the ACCEL option.

FLVS established a process by which a parent may request student participation in whole-grade promotion,

midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in this student progression plan, as required above, the student must be provided the opportunity to participate in the ACCEL option.

If a student participates in an ACCEL option pursuant to the parental request per the above information, a performance contract executed by the student, the parent, and the principal is not required but may be used at the discretion of the principal. At a minimum, the performance contract will require compliance with:

- Minimum student attendance requirements
- Minimum student conduct requirements
- ACCEL option requirements established by the principal

If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to information provided above, is not required when a principal initiates participation but may be used at the discretion of the principal.

IV. Initial Enrollment Requirements

Student eligibility requirements for FLVS Full Time are determined by the State of Florida. Before enrolling, review the eligibility requirements posted at the [FLDOE website](#).

A. Eligibility Information

FLVS Full Time is a school of choice that provides a fully online educational option for students in the state of Florida in grades Kindergarten-12. Students enrolled in FLVS Full Time are required to participate in state testing and adhere to all policies with regards to participation and completion of coursework. Students who meet the graduation requirements, as set forth by the state, are eligible to receive a Florida diploma from FLVS Full Time.

Documentation requested during the application process is subject to review and may include requests for resubmission. Documentation is due by the last day of the enrollment period. Upon review of the student's full academic records, the FLVS Full Time Principals reserve the right to make enrollment exceptions based on an individual student's academic needs and what is in the best interest of the individual student.

B. Credits from Other Schools

Recognizing its responsibility to uphold the minimum educational standards of the State of Florida, the following shall be the FLVS policy regarding the transfer of credits from other schools (see [FLVS Board Policy 5463](#), Credits from Other Schools).

If a student transfers from out of state, out of country, private school, a personalized education program, or a home education program, the student's transcript will be reviewed to determine if the student is required to take the Florida End-of-Course Assessment for Algebra 1 in accordance with the State Uniform Transfer of High School Credit policy.

Acceptance of transfer grades or credits for students in grades 9-12 shall be in accordance with State Board rule and shall be based in all cases on official transcripts. Transfer grades and/or credits from schools by another state or by one of the five regional accrediting agencies shall be accepted at face value. FLVS shall also accept high school grades and credits from postsecondary dual enrollment programs.

Credits from out of country or out-of-state schools, non-accredited schools, a private school, or homeschool shall be validated according to the transfer credit procedures outlined in State Board rule.

Students who enter FLVS Full Time high school at the 11th or 12th grade from out-of-state or out-of-country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he/she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the required assessments under [F.S. 1008.22](#) and [FLVS](#)

[Board Policy 5460.01](#), Graduation Requirements for Out-Of-State or Out-Of-Country Transfer Students.

C. Transfer of Student Credits

There are three options for requesting and being granted credit by FLVS Full Time for coursework completed in a different school setting, all of which follow [F.A.C. 6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School](#) as outlined in [FLVS Board Policy 5463](#) Credits from Other Schools and below:

1. Credits and grades earned and offered for acceptance at FLVS Full Time shall be based on official transcripts and shall be accepted at face value and may be subject to validation at the school's discretion. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits may be validated through performance during the first grading period as outlined in #2, below.
2. Validation of credits shall be based on performance in classes at FLVS Full Time. A student transferring into FLVS Full Time will be placed at the appropriate sequential course level based on the student's academic documents submitted when transferring into FLVS, and the student should have a minimum grade point average of 2.0 at the end of the first semester. Students who meet this requirement will have their transfer credits validated. Students who do not meet this requirement will have credits validated using the Alternative Validation Procedure, as outlined in #3, below.
3. If validation based on performance as described above is not satisfactory (student does not have a 2.0 at the end of the first semester), then any one or more of the following alternative procedures may be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the FLVS President and Chief Executive Officer 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 standardized state assessments; or
 - f. Written review by FLVS of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments, if required.

V. FLVS Full Time Assessment

A. Grading

Pursuant to [FLVS Board Policy 5421](#), FLVS requires that its grading scale be consistent with State Statute. Furthermore, FLVS believes that each student's grades should accurately reflect the student's degree of accomplishment of those expected learning outcomes which are stated for each program at every grade level, Kindergarten through 12th.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced shall be included in the calculation of the cumulative GPA required for graduation. Please note that FLVS is required to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades are included on the student's transcript.

Please see [Board Policy 5421.01 – Grade Forgiveness](#) for the policy for high school and middle school grade forgiveness.

B. Statewide Assessment Program – Kindergarten-5

[F.S. 1008.22 Student assessment program for public schools.](#)

Please refer to Exhibit 1 for a complete schedule of assessments and testing dates.

The statewide Florida Assessment of Student Thinking (FAST) assessments in Reading and Mathematics are administered in grades K-5. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. In addition, students in grades 4 and 5 will take the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing assessment and students in grade 5 will take the Statewide Science Assessment.

It is a requirement of enrollment in FLVS Full Time, and our expectation, that students complete all required state testing. Other tests may be required based on special programs in which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. A grade 3 student may be promoted to grade 4 for the school year if the student demonstrates an acceptable level of performance through means reasonably calculated by FLVS to provide reliable evidence of the student's performance.

The FAST progress monitoring assessments are administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). Full Time students take the fall and winter FAST progress monitoring assessments from home; there will be no requirement to go out to schools for these specific administrations.

Although fall and winter FAST administrations are conducted in a remote session, Full Time students Grades 3 and above must go to their assigned test site for the spring administration of all assessments at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student's guardian.

C. Statewide Assessment Program – Middle School

[F.S. 1008.22 Student assessment program for public schools.](#)

Please refer to Exhibit 1 for a complete schedule of assessments and testing dates.

The statewide Florida Assessment of Student Thinking (FAST) assessments in Reading and Mathematics, are given in grades 6-8. In addition, students in Grades 6-8 take the B.E.S.T. Writing assessment and students in grade 8 take the Statewide Science Assessment. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. It is a requirement of enrollment in FLVS Full Time, and our expectation, that students complete all required state testing. Other tests may be required based on special programs. which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The FAST progress monitoring assessments are administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). Full Time students take the fall and winter FAST progress monitoring assessments from home; there will be no requirement to go out to schools for these specific administrations.

Although fall and winter FAST administrations are conducted in a remote session, Full Time students must return to their assigned test site for the spring administration of all assessments at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student/guardian.

Florida is assessing content knowledge and skills for social studies via the End-of-Course (EOC) assessment currently required for middle school Civics. The content knowledge and skills assessed by the Civics EOC are aligned to the core curricular content established in the Next Generation Sunshine State Standards. Per s.1008.22, Florida Statutes, students enrolled in a Civics course must take the Civics EOC Assessment and the results of the assessment will constitute 30 percent of the student's final course grade.

Students in grades 6-8 may enroll in a high school EOC course (Algebra 1, Geometry, Biology, U.S. History) and may use the credit towards high school graduation requirements. Students in grades 6-8 who participate

in an Algebra 1 or Geometry EOC are not required to take the grade-level FAST Mathematics assessment. Students who take a Biology EOC are not required to take the Grade 8 Statewide Science Assessment.

D. Statewide Assessment Program – High School

[F.S. 1008.22 Student assessment program for public schools.](#)

Please refer to Exhibit 1 for a complete schedule of assessments and testing dates.

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and FLVS school staff. This data is to be used by districts to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Several statewide, standardized assessments are given in grades 9-12. Other tests may be required based on special programs for which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The Florida Assessment of Student Thinking (FAST) assessments measure a student's content knowledge and skills in Reading at grade 9 and grade 10. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. The FAST progress monitoring assessments are administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). Full Time students take the fall and winter FAST progress monitoring assessments from home; there will be no requirement to go out to schools for these specific administrations. Although fall and winter FAST administrations are conducted in a remote session, Full Time students must return to their local zoned public school or other location designated by the local school district for the spring administration. Further, FLVS Full Time students take the B.E.S.T. Writing, EOC, FCLE, PSAT/NMSQT, and SAT/ACT/CLT assessments at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student/guardian. Additionally, FLVS Full Time students will have the opportunity to participate in the CLT10 and the CLT in a remote session on designated FLVS district test administration days.

EOC assessments are rigorous, statewide, standardized assessments developed by the Florida Department of Education. Per s. 1008.22, Florida Statutes, students enrolled in Algebra 1, Geometry, Biology, U.S. History, or Civics must take the corresponding EOC assessment and the results of the assessment will constitute 30 percent of the student's final course grade. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the Next Generation Sunshine State Standards (Biology and U.S. History) or the B.E.S.T. Standards (Algebra 1 and Geometry).

Students enrolled in Algebra 1 must take the Algebra 1 EOC and earn a passing score for the purpose of meeting Florida's graduation requirements for a standard high school diploma. A student who has not earned a passing score on the Algebra 1 EOC assessment must participate in each retake of the assessment until the student earns a passing score; or the student may earn a comparative score on the Geometry EOC, CLT10, PSAT/NMSQT, SAT, ACT, or CLT to meet the student's graduation requirement. If a student does not test, it may affect the student's ability to graduate from high school.

For the Biology 1 EOC, students who take AP Biology and earn the minimum score necessary to earn college credit will not be required to take the Biology 1 EOC Assessment.

For the U.S. History EOC, students who take AP U.S. History or AICE U.S. History and earn the minimum score necessary to earn college credit will not be required to take the U.S. History EOC Assessment.

The Florida Civic Literacy Exam (FCLE) is administered to students who are currently enrolled in the United States Government course. Per s. 1003.4282, Florida Statutes, public school students in grades 6-12 are required to participate in the FCLE. This is not a graduation requirement, but instead an opportunity to meet the postsecondary civic literacy requirement.

Students in grade 10 may have the opportunity to participate in CLT10 administration. Students in grade 11 may have the opportunity to participate in a state-funded SAT, ACT, or CLT administration, depending on the exam selection of the district of residence.

A student who took the Grade 10 ELA Assessment in previous school years and did not earn a passing score must participate in a Grade 10 ELA Retake or earn a concordant score on the SAT, ACT, or CLT for the purpose of meeting Florida’s graduation requirements for a standard high school diploma. If a student does not test, it may affect the student’s ability to graduate from high school. Please refer to the concordant and comparative scores chart in Exhibit 2.

E. ACCESS Testing for English Language Learners (ELLs)

ACCESS Testing is the annual statewide assessment used to determine student’s ESOL level and continuation or exit of ESOL program. Students at FLVS Full Time Public Schools are expected to participate in ACCESS on a yearly basis at their locally zoned school until they are successfully exited from the program. Exit criteria is based on assessment scores per 6A-6.0903.

F. Statewide EOC Assessments and Final Grades

Per [F.S.1008.22](#), the results of the EOC assessment will constitute 30 percent of the student’s final grade for the courses listed in the following table. Florida Virtual School uses the method below to determine the final grade calculation for the 30 percent statutory rule.

Course							
Algebra 1	1200310	1200320	1200380	1200386	1200390	1209810	
Geometry	1206310	1206320	1206810	1209820			
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029
	2100045	2106027	2106028				
Biology	2000310	2000320	2000322	2000430	2000800	2002440	2002450
U.S. History	2100310	2100320	2100480	2100485	2100795		

EOC Score	Grade Assigned for 30% calculation
5 or 4	A or B*
3	B
2	C
1	D or F*

*Final semester grade will be determined using EOC calculation formula.

Final Grade Calculation

For courses with an End-of-Course (EOC) exam, the final semester grade is calculated as:

$$(\text{Semester Grade} \times 70\%) + (\text{EOC Exam Score} \times 30\%)$$

- The **Semester Grade** is the percentage earned in the course (shown in FOCUS).
- The **EOC Exam Score** is converted into a percentage using the FLVS scale scores.

Example 1:

If a student earns a **90% (A)** for Semester 1 and an **81% (Level 3 EOC score)**:
 $(90 \times 0.70) + (81 \times 0.30) = 63 + 24.3 = \mathbf{87.3\% (B)}$

Example 2:

If a student earns a **93% (A)** for Semester 2 and an **81% (Level 3 EOC score)**:
 $(93 \times 0.70) + (81 \times 0.30) = 65.1 + 24.3 = \mathbf{89.4\% (B)}$

The 30 percent computation will be applied to both semester 1 and semester 2 courses.

VI. FLVS Full Time Elementary School

A. Kindergarten-3 Reading and Kindergarten-4 Mathematics Assessment

Pursuant to [F.S. 1002.20 K-12 student and parent rights](#), the parent of any Kindergarten-3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia or any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia shall be immediately notified of the student's deficiency and consulted in the development of a plan.

B. Kindergarten-5 Student Outcomes in Literacy and Math

FLVS Full Time aims to improve student outcomes by providing specific strategies to support students with literacy and mathematics deficiencies. Students with substantial deficiencies in reading or that have characteristics of dyslexia and/or students with substantial deficiencies in mathematics or characteristics of dyscalculia are covered by a federally required student plan to address the deficiency and will be included in an individualized progress monitoring plan. This plan requires parents receive strategies to support the student. See [F.S. 1001.25](#) for additional information on these requirements.

Please also see the Florida Virtual School Comprehensive Evidence Based Reading Plan (CERP) for specific details. Plans are available on the FLDOE website and the [FLVS Literacy Page](#).

C. Intensive Acceleration Class for Retained Third Graders

Each school, where applicable, will provide an intensive acceleration class for retained grade 3 students who subsequently score at a Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior year because of scoring Level 1.

The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year.

Note: This class is for a student who would be spending the third year in grade 3 (has been retained two times already). Applicable schools are those with retained grade 3 students who subsequently score at Level 1 on the ELA State standardized assessment. Through this class, a retained third grader could be promoted from grade 3 to grade 5.

D. Promotion of FLVS Full Time Elementary Students

The student must successfully complete English Language Arts, Social Studies, Science, and Mathematics courses, achieving a 60% or higher overall grade. Students must successfully complete all assigned lessons and assessments in active courses.

E. Elementary School Grading System

Percent	Grade	Definition
60 – 100	S	Satisfactory
59 and below	U	Unsatisfactory

VII. FLVS Full Time Middle School

A. General Requirements for Middle Grades Promotion

F.S. 1003.4156 General requirements for middle grades promotion. See also [FLVS Board Policy 5410](#).

1. Academic Courses

The following represents the required courses to progress from middle school to high school; these courses are aligned with State standards:

- **English Language Arts (ELA)**. Three middle grades or higher courses.
- **Math**. Three middle grades or higher courses. Each school that includes middle grades must offer at least one high school-level mathematics course for which students may earn high school credit.
- **Social Studies**. Three middle grades or higher courses. One of these courses must be at least a one-semester civics education. Each student's performance on the statewide, standardized EOC assessment in civics education required under [F.S. 1008.22 Student assessment program for public schools](#) constitutes 30 percent of the student's final course grade.
- **Science**. Three middle grades or higher courses.*

*If a middle school student desires to earn a Scholar Designation in High School, the student must take and pass the Biology EOC Assessment.

2. Career and Education Planning

A middle school student must successfully complete one course in career and education planning to be promoted to high school. The course must:

- Be internet based, customizable to each student, and include researched-based assessments to assist students in determining educational and career options and goals, and:
 - Result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.
 - Emphasize the importance of entrepreneurship and employability skills.
 - Include information from the Department of Commerce's economic report.
- The required personalized academic and career plan must inform students of:
 - Requirements for high school graduation, including a detailed explanation of the requirements for earning a high school diploma.
 - Requirements for each scholarship in the Florida Bright Futures Scholarship Program.
 - Admission requirements of state university and Florida College System.
 - Available opportunities to earn college credit in high school, including AP courses, IB and AICE, dual enrollment, including career dual enrollment, and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification.

When middle school students take high school courses, this starts their high school transcript and their Grade Point Averages (GPAs). GPAs are used to determine eligibility for graduation, scholarships (including Bright Futures), class ranking if applicable, and admission to college.

Middle school students who make a "C" (2.0 on a 4.0 scale) or below in a high school course in middle school are encouraged to confer with their parents and high school personnel before going on to the next level course.

Middle school students taking high school courses for high school credit who get a grade of C or D may replace that grade with a grade of C or higher by retaking the course. Students earning a grade of F must retake the course.

3. Reading and Math Intervention

FLVS Full Time students who are assigned to one-on-one or small group Reading and/or Math Interventions Sessions are required to attend multiple sessions each week to receive remedial direct instruction, guided practice, and take part in mastery checks. They are also required to work in a skill builder program, where they will take Diagnostic assessments three times per year to determine growth and identify instructional gaps. The skill builder program will also provide practice and targeted instruction appropriate to their level that prioritizes the highest areas of need.

4. Middle and High School Grading System

For additional information, see [F.S. 1003.437 Middle and high school grading system.](#)

a. Middle School Grading System

The grading system and interpretation of letter grades used to measure student success for students in public schools shall be as follows:	Grade	Definition
90-100	A	Outstanding Progress
80-89	B	Above Average Progress
70-79	C	Average Progress
60-69	D	Lowest Acceptable Progress
0-59	F	Failure

Course teachers are responsible for submitting final semester grades by the required school deadline. For courses with which an EOC score is required to be a part of the final grade calculation, FLVS staff will recalculate the semester grade and finalize.

b. Weighted Grading System

Middle school courses factor into the student's Grade Point Average using the same standards as high school courses. There are no weighted courses in middle school.

Students accelerating and taking a high school honors course while in middle school will receive honors credit (1.5 weighting) on their high school GPA calculation when they enter high school.

Note: A high school transcript is initiated upon the first completion of a high school course regardless of the student's "official" grade.

VIII. FLVS Full Time High School

A. Establishment of Graduation Standards

To earn a Standard Diploma from FLVS Full Time, the following criteria must be met:

Successful completion of the academic credit or curriculum requirements of [F.S. 1003.4282 Requirements for a standard high school diploma](#) for courses that require statewide EOC assessments a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized EOC assessment.

Assessment requires earning passing scores on the statewide, standardized assessments, or scores on a standardized test that are concordant with passing scores (see concordant and comparative scores chart on page 23 below). For information in addition to the below, see also [Graduation Requirements for Florida's Statewide Assessments](#), updated July 2025, and [FLVS Board Policy 5410](#).

Detailed information related to graduation requirements and diploma options can be found here: <https://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>

Please note that FLVS is accredited by Cognia, and Cognia accreditation standards require the assurance that “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”

B. Standard High School Diploma Designations

[F.S 1003.4285 Standard high school diploma designations.](#)

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

1. Scholar Designation

In addition to the requirements of [F.S 1003.4285 Standard high school diploma designations](#), in order to earn the scholar designation, a student must satisfy the following requirements:

- **Mathematics**—Earn one credit in Algebra 2 and one credit in statistics or an equally rigorous course and students must pass the Geometry statewide, standardized assessment.
- **Science**—Pass the statewide, standardized 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 as identified pursuant to [F.S. 1007.27 Articulated acceleration mechanisms](#) meets the requirement of this subparagraph without having to take the statewide, 1710 standardized Biology 1 EOC assessment.
- **Social studies**—Pass the statewide, standardized United States 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 as identified pursuant to [F.S. 1007.27 Articulated acceleration mechanisms](#) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.
- **Foreign language**—Earn two credits in the same foreign language.
- **Other**—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

2. Industry Scholar Designation

In addition to the requirements of [F.S. 1003.4282 Requirements for a standard high school diploma](#), in order to earn the Industry Scholar designation, a student must attain one or more industry certifications from the list established under programs.

3. Florida Seal of Biliteracy

The Florida Legislature authorized the Florida Seal of Biliteracy Program in 2016. The biliteracy program recognizes high school graduates who attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, and offers two seals: Gold and Silver.

To earn the Gold or Silver Seal of Biliteracy, a high school student who has earned a standard high school diploma must:

- Earn four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- Earn a qualifying score or performance level on a qualifying examination, with the Gold seal requiring higher qualifying scores; or
- For languages not tested on nationally recognized examinations, demonstrate language proficiency through a performance portfolio assessed at a State Board of Education (SBE) identified level based on American Council on the Teaching of Foreign Languages proficiency guidelines.

4. Florida Seal of Fine Arts

Beginning in the 2024-2025 school year, the Seal of Fine Arts must be awarded to a high school student who has earned a standard high school diploma and successfully completed at least three year-long courses or earned three sequential course credits in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course and meets a minimum of two of the following requirements:

- Successfully completes a fine arts International Baccalaureate, Advanced Placement, dual enrollment, Advanced International Certificate of Education, or honors course in dance, music, theatre, or the visual arts with a grade of “B” or higher;
- Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years;
- Records at least 25 volunteer hours of arts-related community service and presents a comprehensive presentation on his or her experiences;
- Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts; or
- Receives district, state, or national recognition for the creation and submission of an original work of art.

C. Career and Technical Education Graduation Pathway (CTE)

1. Alternative Pathway

Beginning with the 2020-21 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:

- Successful completion of at least 18 credits.
- Earning a cumulative GPA of a 2.0 on a 4.0 scale.
- Same requirements for ELA, math, science, and social studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.

- FLVS incorporates the CTE pathway option to graduation in this student progression plan.
- Adjunct educators certified may teach courses in the CTE pathway option.

2. Career Education Courses That Satisfy High School Credit Requirements

Beginning in the 2023-2024 school year, students entering grade 9 may complete one credit in career and technical education to earn a standard high school diploma. Participation in career and technical education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success. Career and technical education courses meet the requirements set forth in [F.S. 1003.493 Career and professional academies and career-themed courses](#) allow students to earn credit in both the career education course and courses required for high school graduation under [F.S. 1003.42 Required instruction](#) and [F.S. 1003.4281 Early high school graduation](#).

The State Board must determine if sufficient academic standards are covered to warrant the award of academic credit.

Career education courses must include workforce and digital literacy skills, the integration of required course content with practical applications, digital resume creation, exploration of career pathways using state career planning resources. Career education courses must include designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a two-year or four-year certificate or degree program. This may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications. The instructional methodology used in these courses must be comprised of authentic projects, problems, and activities for contextually learning the academics.

A student who earns credit upon completion of one (1) year of related technical instruction as part of an apprenticeship or pre-apprenticeship program registered with the Department of Education may use such credit to satisfy the high school graduation credit requirements (see [F.S. 1003.4282](#)). The State Board shall approve and identify in the Course Code Directory the apprenticeship and pre-apprenticeship programs from which earned credit may be used pursuant to this subparagraph. Such internships must be included in the counseling materials and presented with courses required for graduation.

D. Accelerated High School Graduation Options

Students who enter their first year of high school are required to satisfy graduation requirements as specified in [F.S. 1003.4282](#).

For information on Accelerated High School Graduation Options, reference [FLVS Policy 5464 – Accelerated Graduation Options](#) and [FLVS Accelerated Programs Overview](#).

[F.S. 1003.4295 Acceleration options](#).

1. Early High School Graduation

See [F.S. 1003.4281 Early high school graduation](#).

The purpose of this section is to provide a student the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements in [F.S. 1003.4282](#). “Early graduation” means graduation from high school in less than eight semesters or the equivalent.

FLVS shall notify the parent of a student who is eligible to graduate early. FLVS may not prohibit a student who meets the requirements of this section from graduating early.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking (if any provided by FLVS), honors, and award determinations for the student’s cohort. A student who graduates early must comply with FLVS’s rules and policies regarding access to the FLVS facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under [F.S. 1009.53 Florida Bright Futures Scholarship Program](#), a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

Note: A student who graduates from high school midyear must apply no later than August 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year as specified in [F.S. 1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards](#). In addition, a student who receives an initial award during the spring term shall be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term as outlined in [F.S. 1009.532 Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards](#).

2. Parental Notification of Acceleration Mechanisms

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early graduation as outlined in [F.S. 1003.4281 Early high school graduation](#).

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement® (AP®), dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

FLVS notifies the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings to the parent before the student's high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available postsecondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.

3. Articulated Acceleration Mechanisms

See [F.S. 1007.27 Articulated acceleration mechanisms](#).

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced Placement® (AP®), credit by examination, the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education Program (AICE). Credit earned through FLVS shall provide additional opportunities for early graduation and acceleration. FLVS Full Time currently offers dual enrollment, AP®, AICE, and credit by examination.

Any student who earns nine or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

4. Early Admission

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.

5. Advanced Placement® (AP®)

Advanced Placement® (AP®) is the enrollment of an eligible secondary student in a course offered by the AP® Program administered by the College Board. Postsecondary credit for an AP® course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP® Exam according to the postsecondary institution's requirements. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

6. Credit by Examination

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

7. International Baccalaureate

FLVS Full Time does not offer IB courses.

8. Advanced International Certificate of Education Programs

FLVS Full Time High School is an approved Cambridge International School and offers the Cambridge Advanced International Certificate of Education (AICE) program. Students earning passing grades in the AICE courses and on the corresponding AICE exams will earn credit toward their Cambridge AICE Diploma. Students in the Cambridge AICE program will take the examinations corresponding to their courses during the designated testing windows. FLVS Full Time will register students for exams at a designated testing site and communicate with families all information to ensure testing protocol as well as diploma requirements are met. Initial eligibility requirements for incoming 9th and 10th graders include an overall 3.0 weighted GPA or higher, good academic standing and conduct for previous year and commitment to community service (105 hours must be met during the 3-year duration of the program). FLVS will accept eligible transfers from existing Cambridge AICE programs. Continued program participation is subject to annual review to ensure students are successfully tracking to meet diploma requirements. Students in this program are subject to a different pupil progression plan that will allow them to meet the requirements for a 24-credit standard high school diploma and earn the Cambridge AICE diploma. To learn more about Cambridge AICE at FLVS Full Time [click here](#).

9. Dual Enrollment Programs

See [F.S. 1007.271 Dual enrollment programs](#).

FLVS Full Time has executed one or more articulation agreements to offer dual enrollment courses for FLVS Full Time public students through contracted Florida post-secondary colleges. Interested students and parents should contact their FLVS Full Time certified school counselor for more information on what schools are participating with FLVS Full Time. Eligibility requirements are provided below.

Homeschool students can apply to and attend any college while taking secondary school courses with FLVS Full Time or FLVS Flex. If required by Florida law and [FLVS Policy 2271](#), FLVS may pay for the cost of instructional materials for Florida students enrolled at FLVS who are earning credit toward graduation under the dual enrollment program.

a. Definition of “Dual Enrollment Program”

The dual enrollment program is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. FLVS Full Time currently has articulation agreements with Daytona State College, Polk State

College, Seminole State College, and University of Florida. [See FLVS Full Time Dual Enrollment](#) for more information.

b. Eligibility

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school, that is in compliance with s.1002.42 and provides a secondary curriculum pursuant to [F.S.1003.4282 - Requirements for a standard high school diploma](#). Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. 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 Florida College System institutions; admissions of students](#).

Instructional time for dual enrollment may vary from 900 hours; however, the student may only be reported for a maximum of 1.0 full-time equivalency (FTE) for additional information on dual enrollment). Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees.

Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

c. Teacher and Student Qualifications

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school GPA, and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. FLVS partners with multiple institutions to provide dual enrollment. Dual enrollment requirements vary by postsecondary institution. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school GPA and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required GPAs may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to [F.S. 1007.271 Dual enrollment programs](#).

Note: College boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses.

d. College Credit Dual Enrollment Curriculum Standards

The following curriculum standards apply to college credit dual enrollment:

- Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely

manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for one year.

- Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.
- Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.
- Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

e. Career and Technical Dual Enrollment

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

f. Informing Students

FLVS informs all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. FLVS annually assesses the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminates against dual enrollment courses, are prohibited.

g. College Credit Early Admission

Specify that early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

h. Career Early Admission

Specify that career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree.

Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in grade 9. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

i. Fee Examination

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

j. Course Weighting

School districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when GPAs are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

E. Florida Bright Futures Scholarship Program

[F.S. 1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.](#)

Student Eligibility Requirements for Initial Awards

FLVS Full Time will provide a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key to each 11th and 12th grade student once per year. The report shall be disseminated at the beginning of each school year. The report will include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report will also identify all requirements not met per award, including the grade point average requirement, as well as identify the awards for which the student has met the academic requirements. The student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card. Additionally, students who graduate from a non-Florida high school while residing with a parent or guardian who retired from military or public service within 12 months prior to graduation are also eligible for the Florida Bright Futures Scholarship Program.

The State Board of Education shall publicize the examination score required for a student to be eligible for a Florida Academic Scholars award, pursuant to [F.S. 1009.534 Florida Academic Scholars award.](#)

F. Talented 20

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 percent of their graduating class and who have completed the 18 academic credits required for state university system admission. Determination of Talented 20 students is made upon completion of the seventh semester.

G. Florida Standards

FLVS is required to teach, and students are required to meet state curriculum standards as defined by the FLDOE. Florida State Standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that Kindergarten through 12th grade public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from Kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards. To access the complete statute, visit [F.S.1003.41 - State academic standards.](#)

H. Digital Materials

FLVS makes available digital materials, CAPE Digital Tool certificates for students in prekindergarten through grade 5, and Basic CAPE industry certifications for high school career and technical education students to attain digital skills and accelerate their education. CAPE Digital Tool certificates and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications. FLVS will be an option for students to obtain these certificates and certifications where offered ([F.S.1003.4203 - Digital materials, CAPE Digital Tool certificates, and technical assistance](#)).

I. Certificate of Completion

Beginning July 1, 2025, Florida School Districts will no longer offer a Certificate of Completion as set forth in [F.S.1003.4282](#).

A student who completes the minimum number of credits and other requirements for graduation but cannot earn a passing score on the State mandated testing, achieve a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent, or complete all other applicable requirements prescribed by FLVS pursuant to Florida statutes may elect to remain as a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy the student's identified deficiencies. FLVS will provide each student who fails to earn a standard diploma under this paragraph a document from the FLDOE detailing available postsecondary options, along with the student's official transcript.

Students with Disabilities

A parent of a student with a disability shall, in collaboration with the Individualized Education Plan (IEP) Team during the transition planning process pursuant to [F.S. 1003.5716](#), declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. If a student with a disability has declared an intent to earn a certificate of completion in the IEP, the student's declared intent will be included in the student's IEP at the annual review of the IEP. A student with a disability who has not earned a standard high school diploma will be provided the required notification form as set forth in [F.S. 1003.4282](#).

The options set forth in [F.S. 1003.4282](#), as specified in a student's IEP, may be used to satisfy the standard high school diploma requirements. A student with a disability who meets standard high school diploma requirements may defer receipt of a standard high school diploma if the student:

- has an IEP that prescribes special education, transition planning, transition services, or related services through age twenty-one (21); and,
- is enrolled in accelerated college credit instruction pursuant to [F.S. 1007.27](#), industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the scholar designation requirements, or a structured work-study, internship, or preapprenticeship program.

A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through twenty-one (21) years of age may continue to receive the specified instruction and services.

Any waiver of the Statewide, standardized assessment requirements by the IEP team, pursuant to F.S. 1008.22, must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in F.S. 1003.572.

J. Notification Requirements for Students Not on Track

If, at the end of each grade, a student is not on track to meet the credit, assessment, or GPA requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- The requirements that the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year program.

K. Learning Opportunities for Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements

[F.S. 1003.433 Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements.](#)

Students who enter a Florida public school at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school to meet the high school course requirements of the school district, state, or country from which the student is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 State Standards Assessments, required in [F.S. 1008.22 Student assessment program for public schools](#).

Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 State Standards Assessments or an alternate assessment by the end of grade 12 will be provided with the opportunity to participate in an accelerated high school equivalency diploma preparation program during the summer.

Students receiving such instruction are eligible to take the state standards assessment, or alternate assessment, and receive a standard high school diploma upon passage of the grade 10 assessment, or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

FLVS must notify all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. ESOL students in grade K-12 may be exempted from mandatory retention, for good cause, if ELLs have received less than two years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers, and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language.

L. Credits

FLVS maintains a one-half credit earned system that includes courses provided on a full-year basis; and one-half credit shall be awarded if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional requirements, homework, participation, and other performance indicators.

See [F.S. 1003.437 Middle and high school grading system](#).

The grading system and interpretation of letter grades used to measure student success for students in public schools shall be as follows:

Percentage	Grade	Value	Definition	Regular Weight	Honors Credit Weight	AP/Dual Enrollment Weight
------------	-------	-------	------------	----------------	----------------------	---------------------------

90-100	A	4	Outstanding Progress	1	1.5	2
80-89	B	3	Above Average Progress	1	1.5	2
70-79	C	2	Average Progress	1	1.5	2
60-69	D	1	Lowest Acceptable Progress	1	1.5	2
0-59	F	0	Failure	1	1.5	2

M. Weighted Grading System

FLVS Full Time public program will calculate an unofficial class rank for each public high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from FLVS Full Time will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative Grade Point Average (GPA) will be used, which may include weighted grades for Honors, AICE, Dual Enrollment, or Advanced Placement courses.

Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. EOC exam scores are not computed into class rank.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is not included on the student's official high school transcript but is available for release upon written request.

N. Transition to Postsecondary Education and Career Opportunities

[F.S. 1003.5716 Transition to postsecondary education and career opportunities.](#)

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, during the student's seventh grade year or when the student attains the age of 12, whichever occurs first, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability enters high school or attains the age of 14 years, whichever occurs first, in order for his or her postsecondary goals and career goals to be identified. The plan must be operational and in place to begin implementation on the first day of the student's first year in high school.

IX. FLVS Flex (Individual Courses)

FLVS Flex is available to students enrolled in home education programs, district public and charter schools, and private schools in the state. Eligibility is detailed in [F.S.1002.455 - Student eligibility for K-12 virtual instruction](#). Students may enroll in as few as one course, or more depending upon their mode of schooling and educational needs. FLVS maintains a one-half credit (or semester-only) earned system that includes courses provided on a full-year basis; and one-half credit shall be awarded if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half. FLVS Flex reports the student's semester grade to the district of record. FLVS Flex is not the district of record, therefore all students taking Flex courses should refer to their locally zoned district's Student Progression Plan with questions about grading, student progression, etc.

For more information about FLVS Flex, please visit our website www.flvs.net and our Flex Student / Parent Handbook.

Exhibit 1: Florida Statewide Assessment Calendar

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2025–2026 SCHEDULE

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates ¹	Assessment
Fall	
August 4–September 26, 2025	Florida Assessment of Student Thinking (FAST) PM1 Grades K–2 FAST English Language Art (ELA) Reading & Mathematics
August 11–September 26, 2025	FAST PM1 Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 8–October 3, 2025	FAST Retake Grade 10 ELA Reading Retake
	End-of-Course (EOC) Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
Winter	
December 1, 2025–January 23, 2026	FAST PM2 Grades K–2 FAST Reading & Mathematics Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
December 1–19, 2025	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 30–April 10, 2026	Writing Grades 4–10
April 13–May 29, 2026	FAST PM3 Grades K–2 FAST Reading & Mathematics
May 1–29, 2026	FAST PM3 Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Summer	
July 13–24, 2026	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Grade 3 ELA Reading Grade 10 ELA Reading Retake

¹School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

Office of Assessment
07/09/25
Page 1



FLORIDA STATEWIDE ASSESSMENT PROGRAM 2025–2026 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
October 2025–April 2026	Preliminary ACT (PreACT)³
October 2025	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)³
November 3–December 19, 2025 March 30–May 29, 2026	Florida Civic Literacy Exam (FCLE)
January–March 2026	National Assessment of Educational Progress (NAEP) Reading (Grades 4, 8) Mathematics (Grades 4, 8) Civics (Grade 8) U.S. History (Grade 8)
January 12–March 13, 2026	ACCESS for ELLs Alternate ACCESS
February 3–4, 2026 April 22–23, 2026	CLT10³
March–April 2026	ACT⁴
March–April 2026	SAT⁴
March–April 2026	Classic Learning Test (CLT)⁴
August 2025–May 2026	Armed Services Vocational Aptitude Battery (ASVAB)
May 2026	Advanced Placement (AP) Exams

³Districts will select either PreACT, PSAT/NMSQT or CLT10 to administer to all Grade 10 students in the district.

⁴Districts will select either ACT, SAT or CLT to administer to all Grade 11 students in the district.

Exhibit 2: Concordant and Comparative Scores

Grade 10 ELA Concordant Scores	
Available for all students who entered grade 9 in 2022-23 and beyond:	
SAT Reading and Writing section 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 Grammar/Writing and Verbal Reasoning subtest tests (sum) ³	39
CLT10 Grammar/Writing and Verbal Reasoning subtest tests (sum) ³	39
Available only for students who entered grade 9 between 2020-21 and 2022-23:	
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 subject tests 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 Comparative Scores ¹	
Available for all students who entered grade 9 in 2022-23 and beyond:	
SAT Math	420
PSAT/NMSQT Math*	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT 10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available only for students who entered grade 9 between 2020-21 and 2022-23 ² :	
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 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 received the score prior to the new concordant/comparative scores becoming effective.

Note: Additional information can be found in the Florida Department of Education's [Graduation Requirements for Florida's Statewide Assessments](#) document. (Revised July 2025)