



MASON  
CLASSICAL  
ACADEMY

NAPLES, FLORIDA

FOUNDED 2014

Mason Classical Academy

Student Progression Plan

2020-2021

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# 1 Introduction

The purpose of the Mason Classical Academy (MCA) Student Progression Plan is to share with school personnel, parents, students, and other interested citizens, the MCA School Board Rules and administrative procedures being followed to implement state legislative and MCA student progression requirements.

This document has been developed by MCA staff.

We have modeled some procedures using those in the CCPS Student Progression Plan as a “Best Practice” guide.

Student progression at MCA is based upon an evaluation of each student's performance on assessments, assignments, quizzes and social maturity observations. School staff make the decision regarding promotion and retention using this evaluation results.

It is the intent of MCA that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that MCA policies facilitate student achievement; that each student and his or her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction.

As part of the MCA Student Progression Plan, procedures have been created to achieve understanding and cooperation by parents and students. Our goal will be to gain acceptance of the student's promotion or placement decisions from one grade to another based on the student’s mastery of the standards and curriculum for English Language Arts, mathematics, science and social studies. The student and parents must have sufficient opportunity to understand the promotion and placement decisions. When it becomes evident that the student may not be promoted, parents will be informed of the possibility of retention or special placement. Student report cards, interim progress reports, reports to parents on assessment testing, and parent conferences serve as the means of communicating student progress and achievement of the standards.

MCA staff will be responsible for making recommendations regarding each student's readiness to function academically at the next grade level to the principal. The principal is responsible for making the final decision regarding grade placement.

## **Social Promotion**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

## **Students Retained More than One Year**

MCA has the responsibility of developing an appropriate alternative placement for a student who has been retained for two or more years.

## **Allocation of Resources**

MCA requires that remedial and supplemental instructional resources must be allocated as follows:

- (a) first, to students who are deficient in reading by the end of grade 3, and
- (b) second, to students who fail to meet performance levels required for promotion.

## 1.1 Progress Monitoring Plan (PMP)

Students must meet school expectations in their performance in reading, writing, mathematics, social studies and science. MCA has implemented a school-wide Progress Monitoring Plan (PMP) for all students. This PMP will include the following components dependent on grade level:

- a) Student Assessment Data (all students based on grade)
  - a. DIBELS Testing
  - b. Riggs Testing
  - c. Math Facts Testing
  - d. Writing Assessments
  - e. State Assessment Test Results (FSA, etc.)
- b) Targeted Interventions (for low performing students)
  - a. Remedial Classes
  - b. Pull-out Instruction
- c) Frequency and Settings (for low performing students)
  - a. Daily, Weekly or Monthly
  - b. Pull-out or remediation classroom
- d) Reporting Methods
  - a. Interim Report Cards
  - b. Quarterly Report Cards
  - c. Individual Education Plan (IEP)
  - d. 504 Plan
  - e. Conferences

MCA will develop a plan in consultation with the parents of low performing students. A student who is not meeting MCA or state requirements for proficiency in reading, writing, mathematics, shall be covered by one of the following plans to target instruction and to identify ways to improve his or her academic achievement:

1. A federally required student plan such as an Individual Educational Plan (IEP).
2. 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; or
3. An individualized progress monitoring plan.

The plan chosen will be designed to assist the student in meeting the state and MCA expectations for proficiency. When the student has an IEP that addresses the areas of deficiency, an additional PMP is not required.

It shall be the responsibility of the teachers to provide instruction in and assess student mastery of all of the performance standards identified for each course. Assessment of student mastery of the performance standards will be made using:

- (1) comprehensive course examinations or culminating activities, and
- (2) teacher observation, classroom assignments, and/or teacher designed assessments during each grading period.

## 1.2 MCA Grading System

Grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore, grades will be assigned in all subjects. Mason Classical Academy will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme, the following letter grades have these meanings:

- A** – Mastery
- B** – Proficiency
- C** – Sufficiency (Competence)
- D** – Insufficiency
- F** – Failing

The letter and numerical grades for this system are listed below:

A	94-100%	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

Kindergarten and 1st grade variation: 0-73% is "NI" (needs improvement).

All grades levels K-5 use the following scales for fine arts: "S" (satisfactory), "NI" (needs improvement), or a "U" (unsatisfactory) Incompletes will only be given under special circumstances as determined by the Principal. Parents and students should always be informed of the student's progress.

Parents have access to student grades via the Parent Portal in Gradicus.

## 1.3 Interim Progress Report

Interim Progress Reports will be sent home for students in grades K-12 and used to notify parents and guardians of their child's progress. These will also be useful in notifying parents about students being considered for retention. Interim Progress Reports are issued in the middle of each marking period for students earning a C- or below.

## 1.4 Quarterly Progress Report

A Quarterly Progress Report shall be provided to all students in grades K-12 and used to inform parents or guardians of their child's progress, and to inform parents of students being considered for retention. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and other relevant information. Progress reporting will be provided to the parent in writing using the MCA proprietary report card.

## 1.5 Florida Virtual School (FLVS)

MCA does not allow FLVS courses to be substituted for the Classical Education Curriculum.

FLVS classes may be approved on a case by case basis. Credits earned in unauthorized FLVS courses will not count toward the MCA graduation credit requirements.

## 1.6 Student Assessment

### 1.2.1 Statewide Assessments

Each student must participate in the statewide, standardized assessment program required by 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. This evaluation will be performed after receipt of the assessment results.

Statewide Assessments are:

<b>Assessment</b>	<b>Grade Level/Subject</b>
FSA English Language Arts	3-10
FSA Mathematics	3-8
FSA End of Course	Algebra 1
FSA End of Course	Geometry
FCAT 2.0 Science	5 & 8
NGSS EOC	Biology 1
NGSS EOC	Civics
NGSS EOC	U.S. History

### 1.2.2 Statewide Assessment Results

No student will be retained solely on the basis of statewide assessments. The results of these statewide, standardized evaluations are used to monitor a student's progress in grades 3-12 and will be provided to the student's teacher and parent in a timely manner and as otherwise required by law. These evaluations are provided using a formal delivery sequence:

- a) FDOE provides the results to the school district
- b) School district provides the results to MCA
- c) MCA provides the results to each teacher
- d) MCA provides the results to each parent

### 1.2.3 MCA Assessments

The assessments listed below are used by MCA to measure student progress:

- Teacher generated assessments
- Riggs reading tests
- Math facts tests
- Writing Assessments
- IXL
- DIBELS
- FAIR

## 1.7 Reading Deficiency

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, will be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be monitored and the intensive instruction will continue until the student demonstrates grade level proficiency in a manner determined by MCA, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

### 1.2.1 Parent Notification

MCA provides written notification to the parent of any Kindergarten through third grade student, who exhibits a substantial deficiency in reading.

#### **MCA communicates the following to parents:**

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the statewide, standardized English Language Arts assessment is not the

- sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion.
7. MCA's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
  8. MCA's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student during the first semester of the year of retention once the student has demonstrated ability to read at grade level.

## 1.8 Promotion

It is the intent of the Legislature that each student's progression from one grade to another be determined by proficiency in reading, writing, science, social, studies and mathematics. The MCA School Board policies facilitate such proficiency. Each student and his or her parent are informed of the student's academic progress.

The MCA principal has the authority to approve, whole year and mid-year promotions as well as subject matter acceleration.

## 1.9 Mid-Year Demotion

Students can receive a mid-year demotion, with evidence that the student will benefit more from the instructional program at the lower grade level. The probable long-range academic, social, and emotional effects on the student should be considered in any demotion decision. Parents may request Mid-Year demotion by contacting the principal. The principal has the responsibility for making such assignments after discussions with the parents. The student's cumulative record will reflect the "lower grade placement" and major reason(s) for the assignment. Parents will be notified, in writing, that their child is receiving a lower grade placement to the next lower grade. A copy of this notification shall be placed in the cumulative record.

### 1.2.1 Whole-Grade Promotion

Students can be accelerated to a higher grade, with evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the student should be considered in any acceleration decision. Parents may request Whole-Grade promotion by contacting the principal. The principal has the responsibility for making such assignments after discussions with the parents. The student's cumulative record will reflect the "accelerated grade placement" and major reason(s) for the assignment. Parents will be notified, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.



### 1.2.2 Mid-Year Promotion

Students can receive a mid-year promotion with evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the student should be considered in any acceleration decision. Parents may request Mid-Year promotion by contacting the principal. The principal has the responsibility for making such assignments after discussions with the parents. The student's cumulative record will reflect the "accelerated grade placement" and major reason(s) for the assignment. Parents will be notified, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

Mid-year promotion to grade 12 requires, at minimum, 20.5 credits and a 2.0 GPA. The minimum MCA GPA required for graduation is 2.0.

### 1.2.3 Subject-Matter Acceleration

Students who wish to accelerate in a single subject area must have received an "A" in the subject area prerequisite course. Acceleration must follow MCA developed course sequences.

Middle school students may not earn high school credit for any courses other than those identified in this document as open to middle school students unless the student has received approval for single subject acceleration. This requirement applies to all students and all courses.

A middle school student who takes any high school courses shall be considered a ninth grader for that portion of the middle school instructional program in which they are enrolled in any high school courses. High school courses will impact high school Grade Point Average (GPA).

The final determination for acceleration is made by the Principal.

## 2 Elementary School Student Progression

### 2.1 MCA Elementary Grades

Grades K-5 are considered elementary at Mason Classical Academy.

### 2.2 Criteria for Promotion in Elementary Grades of K-5

A student may be considered for retention when the student has earned less than a D in ELA or Mathematics or has an average GPA less than 2 for the four core courses (ELA, Mathematics, Social Studies and Science). Student reading proficiency will be measured as part of the ELA test suite. Third grade students have an additional requirement as identified in the next section.

Course grades are based on teacher evaluations using:

1. Classroom Tests
2. Quizzes

3. Assignments Class Participation
4. Homework

### **Targeted Instructional Support**

Students with identified deficiencies in ELA and mathematics will receive targeted or intensive interventions and supports will be matched to strategic and intensive instruction based on screening, progress monitoring, and diagnostic assessments. Initial criteria for consideration of a student for possible retention in grade are to be indicators of current educational progress. Diagnostic assessments are used to determine the area of need and to guide instruction.

## **2.3 ELA FSA Requirements for Promotion from Grade 3 to Grade 4**

To be promoted to grade 4, in addition to MCA's standard promotion requirements, a student must also score a Level 2 or higher on the statewide, standardized English Language Arts assessment required for grade 3. If a student scores as a Level 1 on the statewide, standardized 3<sup>rd</sup> grade ELA assessment, the student must be retained unless the principal determines that he/she qualifies for a good cause exemption. Student's statewide assessment results will be used in promotion decisions, if available by the last day of the school year.

## **2.4 Good Cause Exemptions for Grade 3**

MCA assists teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

Good cause exemptions are limited to the following:

For those 3<sup>rd</sup> grade students that scored a Level 1 on the FSA ELA assessment, the student must be retained, unless exempt from mandatory retention for Good Cause, as delineated below:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.

- 5) 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 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) Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

#### **Requests for Good Cause Exemptions**

Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student is qualified for a good cause exemption.

#### **2.2.1 Grade 4 Intensive Reading Instruction**

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.

### **2.5 Elementary Progression/Retention Procedures**

Decisions as to promotion of a student should be made prior to the beginning of the school year, and should not be changed after the first week of school each year unless approved by the principal.

The principal has established the following procedure for review of each case and for following the progress of students considered for retention:

- a) Classroom teachers will submit a list of potential retentions to the principal after the third grading period.
- b) The principal will review and provide a preliminary determination of retention.
- c) School personnel will notify parents that retention is being considered and a conference will be offered to the parent to work towards parent understanding and cooperation regarding a student's grade placement.
- d) A final review of the progress of each student being considered for retention will be performed in late May, and the principal will make a final decision regarding retention.
- e) The final report card of the year will be used to notify the parent of the placement decision.
- f) Due process, the right of review of the decision of the principal regarding placement will be available to the parents or guardians to challenge the decision.
  - (1) A translator will be provided to support communication, if required. Due process review will be in the form of a conference between the parents, teacher and principal, or designee.
  - (2) After reviewing the parents input during the conference, the Principal, or designee, shall render a decision.

### **Second Semester Students**

Retention of students who entered MCA during the second semester, will be addressed on a one by one basis. Notification to parents of possible retention should be made as early as possible.

## **2.6 Retained Third Graders**

Students who are retained due to earning a Level 1 on the 3<sup>rd</sup> grade FSA ELA test are assigned to a high performing teacher in the following year.

### **2.2.1 Immediate Intensive Intervention iii for Retained Students**

Retained students will be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. In accomplishing this, MCA will provide third grade students who are retained with intensive instructional strategies, services and supports to remediate the identified areas of reading deficiency, using methods prescribed by the school principal, which may include, but are not limited to:

- a) Attendance in the Summer Reading Camp at no cost to the family.
- b) 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension
- c) Integration of science and social studies content within the 90-minute block.
- d) Small group instruction.
- e) Reduced teacher-student ratios.

- f) More frequent progress monitoring.
- g) Tutoring or mentoring.
- h) Transition classes containing 3rd and 4th grade students.
- i) Extended school day, week, or year.
- j) Acceleration Class

### 2.2.2 Parent Notification

MCA provides written notification to the parent of any retained third grade student, informing them that their child has not met the proficiency level required for promotion. This communication includes the reasons their child is not eligible for a Good Cause exemption and a description of proposed interventions and supports that will be provided to their child to remediate the identified areas of reading deficiency.

### 2.2.3 Mid-Year Promotion Criteria for Retained Third Grade Students

IAW Rule 64-1.094222 MCA offers mid-year promotions to 4<sup>th</sup> grade using the process below:

Midyear promotions of retained third grade students should occur during the first semester of the academic year.

- 1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
    - (a) Is a successful and independent reader as demonstrated by reading at or above grade level;
    - (b) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of MCA.
  - 2) Evidence of demonstrated mastery of 3<sup>rd</sup> grade reading is as follows:
    - (a) Successful completion of a portfolio or
    - (b) Satisfactory performance on a locally selected standardized assessment measuring English Language Arts Standards.
  - 3) To promote a student mid-year using a student portfolio there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:
    - (a) Be selected by the student's teacher;
    - (b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
    - (c) Include evidence of mastery of the standards assessed by the grade 3 Reading FSA English Language Arts assessment; and
    - (d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
  - 4) To promote a student mid-year based on performance on a locally selected standardized assessment measuring English Language Arts Florida Standards, there must be evidence that the student scored at or above 3rd grade level in reading comprehension.
- 3 The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

### 3.1 MCA Middle School Grades

MCA middle school includes grades 6-8. These classes have a homeroom teacher and a subject area teacher for all subjects.

### 3.2 Middle School Requirements

The MCA Principal will be responsible for ensuring graduation requirements are met for each student. Because Florida Middle School graduation requirements change regularly, MCA will revisit the graduation requirements for each school year.

#### 3.2.1 Middle School Progression

MCA Middle School students are expected to take 7 courses each semester. The following are expected courses to be taken per semester:

1. ELA - Composition
2. ELA - Literature
3. Mathematics
4. Science
5. Social Studies
6. Latin
7. Fine Arts

Students who fail a Middle School core course (ELA, Mathematics, Science and Social Studies), must repeat it at the first opportunity.

The grade level progression of a middle school student for grades 6-8 will be determined by passing at least 3 out of 4 required courses (mathematics, language arts, science, social studies).

A student may not be promoted to eighth grade unless she/he is able to take all remaining courses that need to be completed in order to move to ninth grade the following year (2 language arts, 2 mathematics, 2 sciences and 2 social studies).

#### 3.2.2 MS Promotion to High School

Students in MCA middle school must complete the following:

<b>Course</b>	<b>Semesters</b>
English Language Arts 6	2
Science 6	2
Mathematics 6	2
<b>Course</b>	<b>Semesters</b>
English Language Arts 7	2
Science 7	2
Mathematics 7/Pre-Algebra	2
<b>Course</b>	<b>Semesters</b>
Social Studies - History / Geography 7	2
Latin 7	2
Music 7/Art 7	2

Elective Grade 7 (limited)	2
English Language Arts 8	2
Science 8	2
Pre-Algebra/Algebra 1	2
Social Studies - History / Geography 8 - Career Planning	1
Social Studies - Civics	1
Latin 8	2
Music 8/Art 8	2
Elective Grade 8 (limited)	2

\*The career component is included in M/J US History and Career Planning. Civics is required by statute.

### 3.2.3 The High School Academic Plan

While the students are in eighth grade, the MCA Student Services team may meet with students to discuss their high school course requests and to develop a proposed course request for ninth grade and a tentative four-year High School academic plan. Courses that are required each year are listed on the planning sheet. Electives are chosen to supplement the students' academic course work. There will be multiple elective alternative selections for the event that their first preference is not available.

- The students will take the tentative course request home for their parents to have an opportunity to review the courses that the students selected and which were recommended by the Student Services team and teachers.
- Once the parents and students have reviewed the preliminary course request, the students will return it, with parents' signature, to the Student Services team or teacher.

## 3.3 High School Courses Taken in Middle School

Middle School students may earn high school credit for high school courses identified by the Principal.

## 3.4 Middle School Promotion/Retention Procedures

Decisions as to promotion of a student should be made prior to the beginning of the school year, and should not be changed after the first week of school each year unless approved by the principal.

- a) The principal (or designee) will review the academic records of students who have failed the first semester of a course, to identify any student that may not meet the middle school promotion criteria for promotion to 8<sup>th</sup> or 9<sup>th</sup> grade.
- b) For those students deemed highly likely to be retained, school personnel will consult with parents to work towards parent understanding and cooperation regarding a student's grade placement.
- c) School personnel will notify parents that retention is being considered and a conference will be offered to the parent to work towards parent

- understanding and cooperation regarding a student's grade placement.
- d) Prior to the end of school, a final review of the progress of each student being considered for retention will be performed, and the principal will make a final decision regarding retention.
  - e) The final report card of the year will be used to notify the parent of the placement decision.
  - f) Due process, the right of review of the decision of the principal regarding placement, will be available to the parents or guardians to challenge the decision.
    - (1) A translator will be provided to support communication, if required.
    - (2) The due process review will be in the form of a conference between the parents, teacher and principal, or designee.
    - (3) After reviewing the parents input during the conference, the principal, or designee, shall render a decision.

## 4 High School Student Progression

The progression of high school students is based on meeting requirements for diplomas or certificates of completion. A Mason Classical Academy high school diploma is awarded for earning the specified number of academic credits, including required and elective course credits, and earning a passing score on the statewide standardized assessment and End-of-Course (EOC) Assessments.

A student who has earned 24 credits for graduation but is unable to successfully complete the assessment requirements, will be awarded a certificate of completion in place of a high school diploma. Students with disabilities may be eligible for a statewide standardized assessment End of Course assessment waiver.

In the regular high school program, one credit is earned for successful participation in classes consisting of at least 120 hours on a block schedule or 135 hours on a traditional schedule, or its equivalent. However, graduation is also contingent upon completion of certain specifically required course credits.

High school credits are awarded for successful participation in specific courses as demonstrated through mastery of the high school performance standards adopted by the MCA Board for each course and meeting attendance requirements specified in this plan.

### 4.1 High School Progression

High school students will advance from one grade level designation to the next based upon completion of a school year of attendance. Thus, a student begins high school as a freshman, the second year of high school attendance will carry a designation of sophomore; the third year of high school attendance student has met the grade level classification to be a senior. Rising seniors must have 18 credits and a 2.0 GPA.



## 4.2 High School Requirements

The Student Services team will be responsible for ensuring graduation requirements are met for each student. Florida requirements, [FS 1003.4282](#) requires successful completion of a minimum of 24 academic credits in grades 9 through 12.

MCA provides four diploma options.

- The MCA Diploma is the typical diploma earned at MCA
- The MCA Scholar Diploma can be earned with four additional credits and a 3.5 GPA
- The Florida Diploma may be earned by MCA students.
- The Florida Scholar Diploma may be earned by MCA students.

	<b>Option 1 MCA Diploma</b>	<b>Option 3 Florida Diploma</b>
<b>ELA</b>	5.5 credits in English listed below: <ul style="list-style-type: none"> <li>• 1 credit Classical Literature</li> <li>• 1 credit British Literature Honors</li> <li>• 1 credit American Literature</li> <li>• 1 credit Modern Literature</li> <li>• 1 credit Composition and Rhetoric</li> <li>• ½ Senior Thesis</li> </ul>	4 credits in English ELA I, II, III, IV  ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement
<b>Math</b>	4 credits in Mathematics listed below: <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• 2 Mathematics Electives</li> <li>• Algebra 1* and Geometry* EOC results constitute 30% of final course grade</li> </ul> Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma	4 credits in Mathematics, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent <ul style="list-style-type: none"> <li>• Algebra 1* and Geometry* EOC results constitute 30% of final course grade</li> <li>• Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma</li> </ul> Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
<b>Science</b>	4 credits in Science one of which must be Biology 1, one of which must be Chemistry 1, and two equally rigorous, and two of four which must have a laboratory component <ul style="list-style-type: none"> <li>• Biology 1 EOC results constitute 30% of final course grade</li> <li>• Chemistry 1</li> <li>• 2 Science Electives</li> </ul>	3 credits in Science one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component <ul style="list-style-type: none"> <li>• Biology 1 EOC results constitute 30% of final course grade</li> <li>• Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1)</li> </ul>
<b>Social Studies</b>	5.5 credits in Social Studies listed below: <ul style="list-style-type: none"> <li>• 1 credit Western Civilization I</li> <li>• 1 credit Western Civilization II</li> <li>• 1 credit US History (EOC results)</li> </ul>	3 credits in Social Studies listed below: <ul style="list-style-type: none"> <li>• 1 credit World History</li> <li>• 1 credit U.S. History (EOC results count 30% of final course grade)</li> </ul>

	count 30% of final course grade) <ul style="list-style-type: none"> <li>● 1 credit Western Civilization III</li> <li>● ½ credit U.S. Gov't</li> <li>● ½ credit Econ with Financial Literacy</li> <li>● ½ credit Moral Philosophy Honors</li> </ul>	<ul style="list-style-type: none"> <li>● ½ credit U.S. Gov't</li> </ul> ½ credit Econ with Financial Literacy
<b>World Languages</b>	3 credits in World Language listed below: <ul style="list-style-type: none"> <li>● 1 credit Latin</li> <li>● 2 credits in any world language</li> </ul>	Not required for graduation but required for admission to state universities
<b>Performing Fine Arts</b>	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory	1 credit in fine or performing arts, speech and debate, or eligible practical arts courses as specified in the Florida Course Code Directory
<b>PE</b>	1 credit in PE  H.O.P.E. or Personal Fitness and physical education activity elective	1 credit in PE  H.O.P.E. or Personal Fitness and physical education activity elective
<b>Electives</b>		8 credits
<b>Total</b>	24 credits	24 credits
<b>Tests</b>	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score	Must pass the Grade 10 ELA assessment or ACT/SAT concordant score
<b>GPA</b>	2.0	2.0

Option 2 MCA Scholar Diploma	Option 4 Florida Scholar Diploma
Courses as defined in table above for MCA Diploma	Courses as defined in table above for Florida Diploma
Plus: <ul style="list-style-type: none"> <li>● Algebra 2</li> <li>● Physics 1</li> <li>● Latin</li> <li>● 2 World Language in the same Language</li> <li>● 28 credits</li> <li>● 3.5 unweighted GPA</li> </ul>	Plus: <ul style="list-style-type: none"> <li>● Pass Geometry EOC</li> <li>● Earn 1 credit in Algebra 2</li> <li>● Earn 1 credit in Statistics or in a math course that is equally rigorous</li> <li>● Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit</li> <li>● 1 credit in chemistry or physics</li> <li>● 1 credit in a course equally rigorous to chemistry or physics</li> <li>● Pass the U.S. History EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit</li> <li>● 2 credits in the same world language</li> <li>● 6 credits of electives</li> <li>● Earn at least one credit in AP, IB, AICE, or dual enrollment course</li> </ul>

#### 4.2.1 The High School Academic Plan

While the students are in eighth grade, the MCA Student Services Coordinator will meet with each student to discuss their high school course requests and to develop a proposed course request for ninth grade and a tentative four-year High School academic plan. Courses that are required each year are listed on the planning sheet. Electives are chosen to supplement the students' academic course work. There will be multiple elective alternative selections for the event that their first preference is not available.

- The students will take the tentative course request home for their parents to have an opportunity to review the courses that the students selected and which were recommended by the Student Services team and teachers.
- Once the parents and students have reviewed the preliminary course request, the students will return it, with parents' signature, to the Student Services team or teacher.
- The initial four-year plan is developed in detail in the eighth grade.

#### 4.2.2 Florida Virtual School (FLVS)

3026010 HOPE-Physical Education (Core) must be successfully completed as an online course to meet graduation requirements.

#### 4.2.3 High School Courses Taken in Middle School

Middle School students may earn high school credit for high school courses identified by the Principal.

### 4.3 High School Deficiencies

MCA uses all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate post-secondary preparatory instruction before high school graduation.

### 4.4 Awarding of Credit

In compliance with [FS 1003.436](#), MCA will award one half credit to a student who successfully completes only the first or second half of a full credit course and receives a failing grade for the entire course. One full credit will be granted to a student who successfully completes only the first or second half of a full credit course and receives a passing grade for the entire course.

Students that earn a D or F in a yearlong course, can be required to repeat the entire course, even though they passed the first semester. Weighted Grade Point Average (WGPA)

The weighted grade point average (WGPA) is determined by calculating the unweighted grade point average (GPA) and then adding bonus points for each weighted course in which a grade of C or better is earned.

- a) A student receives .02 bonus points for each half credit of an Honors, or Level 3 course (as designated by the Florida Department of Education's

- Course Code Directory) in which a grade of C or better is earned.
- b) A student receives .04 bonus points for each half credit of an Advanced Placement in which a grade of C or better is earned.

	GRADES				
	A	B	C	D	F
After an unweighted GPA is calculated, bonus points are added for each half-credit in which a C or better is earned					
Honors courses	.02	.02	.02	0	0
Advanced Placement courses	.04	.04	.04	0	0

WGPA is calculated based on grades for courses completed by the end of the most recent term or semester.

- WGPA can be calculated on any date, but it is always based on the grades for courses completed by the end of the most recent term or semester.
- The last day before the first term/semester is considered to be the end of the summer term.

When a student completes only the first half credit of a full credit course during the first term or semester, the grade is included in WGPA calculations. Each WGPA is calculated to four places beyond the decimal point.

Except for situations described in this document, grades earned in all subjects for which credit is given are included in computing GPA and WGPA. This includes approved course work taken through Collier Online Virtual Education (COVE) / Florida Virtual School (FLVS).

#### 4.5 Grade Forgiveness and Weighted Grade Point Average (WGPA)

A course may be retaken during the regular school year, with the higher grade earned replacing the lower grade earned in calculation of grade point average, based on F.S. 1003.428(4)(d) 2011. Credit for the course may be earned only once.

Grade forgiveness for required courses shall be limited to replacing a final grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course. Grade forgiveness for elective courses shall be limited to replacing a final grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in another course. Any course grade not replaced shall be included in the calculation of the cumulative grade point average required for graduation.

- 7<sup>th</sup> and 8<sup>th</sup> grade students who took high school courses are eligible for grade forgiveness for earned grades of C, D, and F.
- A student may not retake an End-of-Course (EOC) assessment to raise the final grade of a full-year course unless the student's original final grade was a D or F.

Regarding student transcripts, Rule 6A-1.0955(3) (a) (7), FAC, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete

the forgiven course and grade. If a student retakes a weighted course for grade forgiveness while completing or before completing the next course in the normal sequence of courses, the student will earn bonus points for the course. If a student who is retaking a weighted course for grade forgiveness does NOT retake the course while completing or before completing the next course in the normal sequence of courses, the student does not earn bonus points for the course.

For example, if a student retakes Algebra 1 Honors for grade forgiveness before completing Geometry Honors or Algebra 2 Honors, the student earns bonus points for the course. However, if a student retakes Algebra 1 Honors after completing Geometry Honors or Algebra 2 Honors, the student does not earn bonus points for the course.

## 4.6 Bonus Points in the Senior Year

To receive bonus points for a course taken during a student's senior year, a student must have enrolled in or requested the course within the first five days of the second term or semester.

- This timeline applies to all courses, including FLVS courses.
- Also, for a student to receive bonus points in the WGPA calculation that determines graduation honors (class rank, valedictorian, salutatorian, Latin Honors, etc.) for courses for which grades are issued by outside parties, such as with FLVS courses, the official notification of the grades must be received no later than the last day of senior exams in a student's senior year.

## 4.7 Grade Point Average (GPA) and Honors (Class Rank, Valedictorian, Salutatorian)

The final class rank will be determined after the first semester of the senior year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

The selection of valedictorian and salutatorian will be based upon final grade point averages and upon good standing in terms of character. Students found guilty of academic dishonesty or similar offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian. In line with the process detailed above, both the valedictorian and the salutatorian must have attended Mason full time for two complete years upon graduation.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Students who attain a 3.0 grade-point average or above while at Mason will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

The categories for distinction under the "Cum Laude with Honors" graduation recognition program are as follows:

- Summa Cum Laude - meaning “with the highest praise” is the highest recognition awarded at graduation. To graduate summa cum laude, a student must achieve a 3.90 or higher grade point average on a 4.00 scale.
- Magna Cum Laude – meaning “with great praise” is the second highest recognition awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.70 – 3.89 grade point average on a 4.00 scale.
- Cum Laude – meaning “with praise” is the third recognition awarded at graduation. To qualify for cum laude, a student must achieve a 3.50 – 3.69 grade point average on a 4.00 scale.

## Appendix 1 - THIRD GRADE PROMOTION/RETENTION REQUIREMENTS

This third grade student is eligible for the following Good Cause Exemption from retention for the following reason (check): Student #: \_\_\_\_\_ Student Name: \_\_\_\_\_

Note: the numbers below (1-6) correspond to the data code numbers

1	ELL	English Language Learners (ELL) with an initial date of enrollment in a U.S. school less than 2 years. The entry date is less than 2 years from the last day of school.
2	ESE	Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide standardized assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3	Alternative Assessment	Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education.  Evidence: Student scored 45th percentile or higher on the SAT-10.
4	Portfolio	Students who demonstrate grade level reading proficiency through a student portfolio.
5	ESE Retained once	Students with disabilities who participate in the statewide standardized assessment and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by Florida law, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6	Retained Twice	Students who have received the intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. (Section 1008.25(6)(b)7)
7	Previously Retained in 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. (Section 1008.25(6)(b)6)

- Conference between teacher and principal with supporting documentation held.

Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Educational Plan (IEP), English Language Learners (ELL) Plan, Standards-Based Progress Report, or student portfolio.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix 2 - STUDENT PROMOTION LETTER TO  
PARENT GRADE 3 –  
GOOD CAUSE

Date

Dear Parent/Guardian of (student name)

Students are retained when they score Level 1 on the statewide standardized assessment for Reading, unless they meet the Good Cause exemption criteria. This letter is to inform you that (student name) meets the following Good Cause criteria and will be promoted to fourth grade:

ELL - Limited English Proficient students who have had less than 2 years of instruction in an English Languages Learners program The entry date is less than 2 years from the last day of school.

ESE - Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

Alternative Assessment - Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Evidence: Student scored 45 percentile or higher on the SAT-10

If you have any questions about the process, please contact the school to arrange a conference with the teacher.

Sincerely,

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_