



K12 FLORIDA LLC DISCLOSURE REQUIREMENTS

Section 1002.45, Florida Statutes., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

SOURCE OF ORIGIN OF CURRICULUM AND COURSE CONTENT

- **Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.**

K12 Florida LLC (“K12”), currently authorized by the Florida Department of Education to participate with school districts in the Virtual Instruction Program as well as to provide virtual instruction services to cyber charter schools, is a wholly owned subsidiary of K12 Inc., the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. K12 Inc. was founded in 2000 to utilize advances in technology to provide children with access to a high-quality public school education regardless of their geographic location or socioeconomic background. In the 2017-2018 school year, K12 Inc. and its subsidiaries served full-time students in public schools we managed in thirty-three states and the District of Columbia. We also served public school districts and schools in all 50 states through our Institutional Sales business, Fuel Education LLC (“FuelEd”), providing curriculum, technology solutions, teachers, professional development and other support services customized to school and/or district needs.

K12 Inc. has invested to develop and acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities using the K12 Inc. suite of services and instructional curriculum and courseware which we will collectively refer to as “K12” in this document (currently including K12, FuelEd Online Courses, Anywhere Learning System, Middlebury Interactive Languages, LTS Education Systems, LearnBop and Career Pathways curriculum). K12 Inc. provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools, private schools, and families as we strive to transform the educational experience into one that delivers individualized education on a highly scalable basis. As an innovator in K-12 online education, we believe we have attained distinctive core competencies that allow us to meet the varied needs of our school customers and students and have shown academic success and achievement in the schools we serve.

CURRICULUM AND COURSE CONTENT

The design, development, and delivery of K12’s curriculum are grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. K12 uses “big ideas” in every subject area to organize the explicit learning objectives for each course. K12 content experts have developed a clear understanding of those subjects and concepts that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts (the biggest ideas) and on the most challenging concepts and skills (as revealed by experience and research). K12 uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify K12’s learning systems to guide the allocation of each student’s time and effort.

The K12 curriculum aligns to the Common Core State Standards, the Next Generation Science Standards, and the iNACOL National Standards for Quality Online Courses. The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined in each unit and lesson on the learning platform in the Lesson Resources section.

Several types of multimedia are standard in the K12 curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner’s ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)
- *Technology-Enhanced Item types*: offer students opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and brings instruction to life

As an example of interactive activities, many K12 science courses now include interactive virtual labs (vLabs). The vLabs offer highly engaging online experiments that enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Interactive Framework

Enhancements to the K12 curriculum have introduced an interactive framework designed to fully reap the benefits of online learning. To achieve this, direct instruction and practice activities must do more than present students with text on a screen. New courses are carefully designed to match interactivity level to the cognitive level of the task at hand, based on research-backed principles of cognitive science.

Enhancements to the K12 K-8 curriculum include a variety of innovative games embedded in the courses – full “stand-alone” but instructionally integrated games in over 500 locations throughout core subjects in grades K-8—plus countless smaller, game-like interactives. The K12 inventory of games is growing each semester.

K12 has also launched mobile applications for iOS and Android devices which are available free to download from iTunes and Google Play. The mobile applications are in addition to the curriculum and are designed to allow students to practice skills at any time.

In addition to the online curriculum, the K12 curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on manipulatives and supplies to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Elementary and Middle School Curriculum

From Kindergarten through 8th grade, K12 courses are categorized into seven major subject areas – math, science, language arts/English, history, art, music, and world languages – plus adaptive K-5 math courses and supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum includes assessments built into nearly every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Math: K12's elementary (grades K-5) Math program is designed to establish fluency in arithmetical computation (daily-life, functional math) while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Summit Math represents K12's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K12's Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Embedded online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills.

In Math Plus courses, many lesson assessments are linked to backup adaptive lessons for students needing extra practice. The engaging approach features colorful graphics and animation; learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and focused support for Learning Coaches to help their children succeed. From helping younger students

make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of Algebra, K12 Math provides a thorough mathematical grounding.

Science: K12 offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students receive lab supplies and materials that give them a hands-on experience to enhance their understanding of experimental procedures and scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has prepared the K12 science courses for the Next Generation Science Standards, with their notable emphasis on applied science in the NGSS's newly explicit engineering strand.

Language Arts/English: K12 Language Arts/English courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works from a diverse range of cultures and traditions, documentary and non-fiction texts, and writing as a process, and so prepares students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

History: K12 emphasizes the story in History—a story that includes not only great women and men but also everyday people. With integrated topics in Geography and Civics, K12 History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. The kindergarten History program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. As required in Florida, a civics education course is offered as preparation to pass the Florida Civics EOC Assessment to be eligible for promotion from middle school.

Art: Following timelines parallel to those of the History lessons, K12 Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, including painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

Music: Spotlight on Music explores and builds foundational music skills. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

World Languages: K12 offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The K12 offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to put their new language to use, incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs and it improves the learner's ability to understand and communicate with people from different walks of life.

High School Curriculum

Whether targeting a top-tier, four-year university; a local community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses meet all graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular "academic path", the K12 program allows students to chart their own course, choosing from a number of levels of courses designed to match various aptitudes and goals. So, if a student excels

in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. These multiple course levels prevent students from being “locked in” to one level of a particular subject and reflect and support the natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

K12 continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

By using the K12 high school curriculum, the School allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- **Core courses:** Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses:** Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- **Honors courses:** Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
- **Advanced Placement (AP) Courses:** The K12 curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates its AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities.

In SY2018-2019, K12 offers 16 Advanced Placement courses. Syllabi for those courses were officially approved through the College Board’s AP audit process in August and September 2018. One additional course, AP U.S. Government and Politics, which was previously approved by the College Board, was revised and is pending approval by the College Board at the time of the submission of the 2018 K12 Florida LLC Virtual Instruction Program provider renewal application.

History: K12 high school History emphasizes the narrative of History—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs. Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by K12 and integrated with interactive online lessons that guide students’ reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.

English: K12 high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K12 English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

Science: K12 offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science.

K12 science courses provide hands-on exploration: courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K12 high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K12 high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

Math: K12 high school Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are animated to bring the math to life, while others provide students with the ability to interact with a structured, partially-completed problem.

The textbooks (in both offline and digital formats) provide reference information, more worked examples. Robust, well-sequenced problem sets so students can learn by practicing are offered in every

math course whether online or offline. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics.

Many courses are available in various levels including Core, Comprehensive, Honors, and AP. Among the math courses offered are Algebra I, Algebra II, and Geometry to meet graduation requirements.

World Languages: K12 offers a selection of World Languages for high school students that meet the graduation requirements for the 24 Credit Standard High School Diploma option and the 18 Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Diploma option.

Elective Curriculum:

K12's core curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. K12's elective curriculum includes courses in:

- **World Languages:** World Languages are increasingly important in the economy today, and students can take up to four years (including college-level AP) of courses in a variety of World Languages. K12's online language courses include recording technology so students' speaking ability can be accurately assessed by their teachers. Languages include: Spanish, French, German, Latin, Japanese, and Chinese.
- **Science:** Special interests in science can be pursued in Environmental Science, Renewable Technologies, Astronomy, or Forensic Science.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, Family and Consumer Science, Archaeology, or Contemporary World Issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are in K12's portfolio, ranging from basic Computer Literacy to AP Computer Science. Students may explore career avenues with courses including Java Programming, Digital Art, Image Design and Editing, Audio Engineering, Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state standards, requires daily physical activity, verified by a parent or mentor. Both courses are also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.

- **Elective Advanced Placement courses:** Including Macroeconomics, Microeconomics, and Psychology: Depending on the policies of the college they attend, students may receive college credit, advanced placement, or both by taking the AP exam associated with an AP course and earning a score of 3 or higher.
- **College and Career Readiness:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Examples of college and Career Readiness courses include:

Career Technical Education

K12 recognizes that student plans after high school will vary and may include immediate immersion in the work force as well as post-secondary education. K12 has recently augmented their catalog and will continue to expand their offerings in the area of CTE to increase students' career and industry readiness by high school graduation. Examples of these CTE offerings extend from individual courses that are part of their catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

K12 offers a wide range of CTE courses, from career exploration courses to in-depth content in 30 of the Career Pathways™ in six of the sixteen National Career Clusters™. K12 is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Remediation and Credit Recovery

K12 and its curriculum experts are prepared to meet all students where they are. The K12 curriculum also provides two kinds of courses for struggling students, “at risk” students, and students who have not successfully completed courses required for graduation:

- **Remediation courses:** These courses bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to successfully continue their studies at a high school level.
- **Credit recovery courses:** These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

K12 provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of diverse student populations by

integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. K12 provides a full service product unique in the e-learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick and mortar classrooms that are adapted to the e-learning environment.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- **Research on the Structure of Expert Knowledge:** (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles:** empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions:** helping students overcome misconceptions related to complex instructional objectives
- **iNACOL National Standards for Quality Online Courses, version 2:** including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- **Proven Strong Student Achievement and Outcomes:** performance evaluations based on a variety of assessments administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs:** providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies:** assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways
- **Cognitive Science Research on How Students Learn:** K12 has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that K12 course developers draw on methods shown by scientific research to be effective in improving learning. The Assessment and Research team includes a doctorate-level cognitive science statistician who has conducted original research specific to e-learning teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student

performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to K12 curriculum.

K12 Inc. has documented how our courses are aligned to Florida online courses including alignment to the Florida Standards, the Mathematics Florida Standards (MAFS), Language Arts Florida Standards (LAFS), and the Next Generation Sunshine State Standards for Science (NGSSS). The K12 curriculum is also aligned to K12 Inc.'s mission to help students reach their full potential through inspired teaching and personalized learning.

iNACOL National Standards for Quality Online Courses, version 2

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations use these standards as a rubric for evaluating the quality of any online courses they wish to offer. The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

A K12 evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across all K12 public school programs (which, state by state, follow different standards and administer different assessments), K12 uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

A Curriculum Designed to Meet Diverse Needs

- Each K12 course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K12 creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.
- K12 lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

- Online and offline activities within the K12 curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.
- The K12 curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- K12 is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

A Curriculum with Multiple Assessment Tools and Strategies

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and guide instruction to remediation or enrichment.

BASIS FOR AND FREQUENCY OF REVISION

K12 Inc. reviews course content on a regular basis to update and enhance course content, materials, instructions and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, K12 Inc. is committed to maintain up-to-date, standards-based, fully aligned courses. K12 Inc. has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year our content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, and input from teaching staff. In general, K12 courses are revised or redeveloped every few years, depending on age and changes in academic standards. State and national standards are subject to review and change for any given year due to real world contexts.

User feedback is reviewed daily and minor changes, called “maintenance”, are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

RESEARCH RELATED TO EFFECTIVENESS OF CURRICULUM

K12 Inc., using the K12 suite of services and instructional curriculum and courseware has shown academic success and achievement in the schools it serves across the country.

- In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. AdvancED is the world's largest education community. AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation - the leadership, schools, and classrooms served - work together to meet the needs of learners.

To earn and maintain Accreditation, K12 Inc. must:

- Meet quality standards set forth by AdvancED.
 - Engage in a continuous process of improvement.
 - Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).
- In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010.
 - In 2007, K12 Inc. managed public schools graduated their first cohort of just 12 students. Since that time, more than 40,000 students have earned a high school diploma including more than 8,500 students who graduated in 2018 from online and blended schools using the K12 education program. Students graduating from K12 Inc. virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, apprenticeship programs, on the job training or directly into the workforce.

K12's Suite of Curriculum Content and Assessment

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from nearly 70 national and international subject area associations.

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE – Association for Career and Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- Advance CTE
- AERA—American Educational Research Association - <http://www.aera.net>
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- iNACOL—International Association for K–12 Online Learning
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning

- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - <http://www.ccsso.org/nca.html>
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The K12 Inc. Style Guidelines devote a section to how to guard against demographic, geographic, political, racial and intellectual bias. Here is our policy statement on the issue:

Multiculturalism and the K12 Curriculum Within the American and Global Contexts

The motto on the Great Seal of the United States—E pluribus unum (“out of many, one”)—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At K12 Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:

Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy, now serving students around the world.

To help our students grasp the common American inheritance within its global context, K12 Inc. is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

- Understand the characteristics and contributions of American culture and cultures throughout the world.*
- Understand that societies reflect contributions from many cultures.*
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.*

To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Accessibility for Students with Disabilities and Limited English Proficiency

Since 2001, K12 Inc. has served students with disabilities. In the SY2015-2016 about 13.8% of students attending K12 Inc. virtual academies which are responsible for providing special education services are students with exceptionalities across all disability categories. Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education is provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). K12 Product Development utilizes the Web Content Accessibility Guidelines 2.0 Level A and AA (WCAG 2.0 A & AA) as the rubric we strive for in making sure our curriculum, communication, and resources are accessible. This is done to provide an accessible platform that is compatible with accessibility API's, assistive technology, and language translation programs. Our use of a variety of resources including the National Instructional Media Access Center, Book share and other means of flexible formatting help us to be able to meet the accessible educational media needs of our users in accordance with the National Instructional Media Standard (NIMAS).

To meet the needs of exceptional learners, our K12 virtual education courses are accessible, meaning exceptional learners can physically access the information and learning resources as effectively as

students not identified as exceptional. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that minimize the negative impact of the student's learning weaknesses and maximize the use of their learning strengths. Students enrolled in virtual charter schools and district virtual instruction programs served by K12 Florida LLC ("K12") are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from K12 and/or the school district, as applicable) tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

K12 curriculum is designed using the concept of Universal Design for Learning (UDL) and provides students with:

- *multiple means of representation so that learners have various options for acquiring information*
- *multiple means of expression so that learners have alternative ways to show that learning has occurred*
- *multiple means of engagement to increase motivation and tap into students' interests*

Multiple Means of Representation

- Content presented in video, audio, slide show and other
- Reading materials at multiple difficulty levels
- Reading materials with supportive resources
- Presentations at variable complexity levels
- Graphic representations such as concept maps and graphic organizers
- Illustrative representations such as diagrams and simulations

Multiple Means of Expression

- Alternative forms of text input and other augmentative communication tools
- Media-based assignments: drawings, maps, diagrams, videos, slideshows, web pages
- Reduced text assignments: outlines, concept maps, tables, graphs, hands-on activities
- Supportive tools: spelling and grammar checkers, drawing programs, outliners
- Social networking options: online chat, instant messaging
- Shared writing and peer editing

Multiple Means of Engagement

- Role-playing
- Online chat
- Threaded discussions
- Brainstorming activities
- Team inquiry projects
- Online experiments

Web-based content in K12 courses are made accessible to students with disabilities by incorporating:

- digital books, text-to-speech software, large print text, graphic images, or manipulatives
- response accommodations such as a word processor with voice recognition, graphic organizers, or other.
- technologies such as screen reader software, screen magnifiers, word prediction software, audio

books or other more traditional technologies and supports.

- Scheduling accommodations such as extended due dates, shorter periods of work time, or assignments presented in small chunks (Beech, 2012).

Accessibility for Students with Limited English Proficiency

The K12 courseware lends itself to providing age- and grade- appropriate content for English Learners. EL students will receive comprehensive instruction for the core curriculum to ensure progress that is comparable to that of native English speakers.

The flexibility of the curriculum allows sheltered instruction and mainstream/inclusion delivery models to be integrated so that EL students are provided with equal access to the same scope and sequence as the instruction provided to the non-EL students at the same grade levels, while providing specific accommodations.

In the sheltered instructional model, students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms. In the mainstream inclusion model, EL students receive instruction with ESOL strategies during the synchronous sessions with non-EL students.

The curriculum will enable students in the EL program to meet the same curriculum standards as non-EL students in English/Language Arts and content area instruction. A program of EL instruction will be implemented according to the student’s individual needs based on their EL plan, and will be delivered by teachers with appropriate certification and/or endorsement. Instruction will be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing EL instruction, cyber charter schools and district virtual instruction programs served by K12 will also ensure that teachers are implementing EL strategies in mathematics, science, social studies, and other courses on the student’s schedule following state guidelines.

In addition to the core curriculum, general EL instructional strategies will:

- Provide a learning environment that provides a sense of comfort
- Establish a daily routine for the student
- Use as many of the senses as possible to present information to students
- Provide EL students guidelines for written work
- Provide alternative instruction when appropriate
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the EL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities

- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Since its inception, K12 Inc. has been committed to creating thoroughly researched, high quality curriculum that is aligned to state and national standards. In the past, the National Collegiate Athletic Association (NCAA) has found K12 core courses as meeting the requirements for establishing the initial-eligibility status for high school student-athletes wishing to compete in college. However, course eligibility is dependent on each school's delivery model based on their compliance with NCAA non-traditional legislation by applying as a Non-traditional Program. Additional information can be found at: http://fs.ncaa.org/Docs/eligibility_center/OVN/New_School_Review_Tutorial.pdf

POLICIES AND PROCEDURES

- **All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.**

Nine documents have been provided that collectively address the requested policies and procedures for cyber charter schools and district virtual instruction programs (including the *Florida Cyber Charter Academy Parent/Student Handbook* and the *Florida Learning Coach Success Guide*). K12 follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found on K12's *All Participating Schools in Florida* website www.k12.com/participating-schools/florida.

Policies and procedures related to the following topics for cyber charter schools that K12 provides virtual instruction services to (non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements) can be found by clicking on the Florida Virtual Instruction Programs Disclosure Information link on K12's website (www.k12.com) which will take visitors to the K12 Virtual Instruction Provider Information and the following documents and others:

- Academic Integrity Policies and Parental Supervision
- Anti-Discrimination Policy
- Attendance Participation and Performance Policy
- Nonsectarian Policy
- State Testing Policies and Procedures
- Student Admission and Enrollment Eligibility and Requirements
- Teacher and Parent Responsibilities and Teacher to Student and Parent Interactions
- FLCCA Parent/Student Handbook 2018-2019

- Florida Learning Coach Success Guide

CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.**

The certification status and physical location (state of residence) of all administrative and instructional personnel employed in district virtual instruction programs and cyber charter schools served by K12 at the time of this application are found on the disclosure website www.k12.com in documents “FLCCA Instructional and Administrative Staff” and “K12 Florida LLC District VIP Instructional and Administrative Staff”.

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and will set appointments to meet with parents and/or students outside of the traditional day when necessary. Teachers are expected to respond to communications within 24 hours and grade assignments within 72 hours.

AVERAGE STUDENT-TEACHER RATIOS AND TEACHER LOADS

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade-level bands K-3, 4-8 and 9-12 and for core and elective courses.**

K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full-time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100 ; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers may also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the

average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 grades full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

STUDENT COMPLETIONS AND PROMOTIONS

- **Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who are enrolled for more than 14 calendar days in a course.**

Completion and Promotion in District Virtual Instruction Programs

District virtual instruction programs served by K12 had a completion rate of 92.60% for the 2015-2016 school year, 91.10% for the 2016–2017 school year, and 90.36% for the 2017-2018 school year. Completion rates include all students who were enrolled for more than 14 calendar days in a course.

In the grades K-8 district virtual instruction programs, student completion rates are the same as the successful completion rates and student promotion rates. However, in high school a student is not necessarily retained due to a failed course, but will be considered a successful completer for only courses they pass. For example, if they passed Algebra in semester one, but not in semester 2, the student would be considered a successful completer for only semester 1 of Algebra.

| Percent of Subgroup Completions and Promotions by School Year | | | |
|---|--|--|--|
| | % of Completions/ Promotions in SY15-16 | % of Completions/ Promotions in SY16-17 | % of Completions/ Promotions in SY17-18 |
| English Language Learner | 100.00% | 90.00% | 83.33% |
| Free & Reduced Lunch Eligible | 93.36% | 90.02% | 87.82% |
| Special Education | 92.73% | 92.06% | 78.87% |
| 504 Plan | 87.50% | 87.50% | 91.67% |
| Gifted or Talented | 100.00% | 100.00% | 100.00% |

| School Year 2015 – 2016 Completions and Promotions for Ethnic Subgroups | | | |
|---|---|-----------------------------------|-----------------------|
| Ethnic Subgroups | # of Students that Completed Coursework and were Promoted | Total # of Students Participating | Completion/ Promotion |
| African-American | 16 | 16 | 100.00% |
| American Indian | * | * | * |
| American Indian or Alaska Native | * | * | * |
| Asian | 19 | 19 | 100.00% |
| Asian or Pacific Islander | * | * | * |
| Black (not Hispanic) | 19 | 22 | 86.36% |
| Black or African-American | 93 | 103 | 90.29% |

Continued on next page.

| School Year 2015 – 2016 Completions and Promotions for Ethnic Subgroups, continued | | | |
|---|--|--|------------------------------|
| Ethnic Subgroups | # of Students that Completed Coursework and were Promoted | Total # of Students Participating | Completion/ Promotion |
| Declined to State | * | * | * |
| Hispanic | 65 | 69 | 94.20% |
| Hispanic or Latino | 134 | 138 | 97.10% |
| Multi-racial | 11 | 14 | 78.57% |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Other | * | * | * |
| Undefined | 145 | 156 | 92.95% |
| White | 76 | 80 | 95.00% |
| White (not Hispanic) | 95 | 100 | 95.00% |
| White or Caucasian | 326 | 360 | 90.56% |
| Grand Total | 1013 | 1094 | 92.60% |

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

| School Year 2016 - 2017 | | | |
|---|--|--|-----------------------------|
| Ethnic Subgroups | # of Students that Completed Coursework and were Promoted | Total # of Students Participating | Completion/Promotion |
| African-American | 13 | 13 | 100.00% |
| American Indian | * | * | * |
| American Indian or Alaska Native | * | * | * |
| Asian | 29 | 32 | 90.63% |
| Asian or Pacific Islander | * | * | * |
| Black (not Hispanic) | 17 | 18 | 94.44% |
| Black or African-American | 121 | 132 | 91.67% |
| Declined to State | ** | ** | ** |
| Hispanic | 31 | 32 | 96.88% |
| Hispanic or Latino | 141 | 156 | 90.38% |
| Multi-racial | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Other | * | * | * |
| Undefined | 186 | 198 | 93.94% |
| White | 40 | 41 | 97.56% |
| White (not Hispanic) | 65 | 68 | 95.59% |
| White or Caucasian | 396 | 451 | 87.80% |
| Grand Total | 1065 | 1169 | 91.10% |

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

| School Year 2017-2018 | | | |
|---|--|--|-----------------------------|
| Ethnic Subgroups | # of Students that Completed Coursework and were Promoted | Total # of Students Participating | Completion/Promotion |
| African-American | * | * | * |
| American Indian | ** | ** | ** |
| American Indian or Alaska Native | * | * | * |
| Asian | 26 | 28 | 92.86% |
| Asian or Pacific Islander | * | * | * |
| Black (not Hispanic) | * | * | * |
| Black or African-American | 110 | 120 | 91.67% |
| Declined to State | * | * | * |
| Hispanic | 25 | 27 | 92.59% |
| Hispanic or Latino | 115 | 130 | 88.46% |
| Multi-racial | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Other | * | * | * |
| Undefined | 192 | 207 | 92.75% |
| White | 25 | 25 | 100.00% |
| White (not Hispanic) | 45 | 48 | 93.75% |
| White or Caucasian | 393 | 444 | 88.51% |
| Grand Total | 965 | 1068 | 90.36% |

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

Promotion Rates in Florida Cyber Charter Academies

Below are promotion rates by school and by special category for SY2015-16 and SY2016-2017. These numbers represent the percentage of students that moved up at least one grade level from one school year to the next. SY2017-2018 school promotion rates were not available from FLDOE at the time of the submission of this application.

| AGGREGATE PROMOTIONS BY SCHOOL | | | | | PERCENTAGES | |
|--------------------------------|--------------|----------|------------------------------|-------------|-------------|---------|
| Dist # | Dist Name | School # | School Name ¹ | Year Opened | SY15-16 | SY16-17 |
| 6 | Broward | 5059 | FLCCA at Broward County | 13-14SY | 92.40% | ** |
| 10 | Clay | 663 | FLCCA at Clay County | 14-15SY | * | 94.74% |
| 16 | Duval | 5371 | FLCCA at Duval County | 13-14SY | 58.57% | 69.19% |
| 29 | Hillsborough | 7678 | FLCCA at Hillsborough County | 14-15SY | 84.30% | * |
| 49 | Osceola | 153 | FLCCA at Osceola County | 12-13SY | 74.58% | 96.58% |
| 50 | Palm Beach | 4040 | FLCCA at Palm Beach County | 13-14SY | 97.28% | ** |
| 51 | Pasco | 4325 | FLVA at Pasco County | 13-14SY | 72.93% | 85.89% |
| 52 | Pinellas | 7341 | FLVA at Pinellas County | 14-15SY | 71.95% | 93.91% |

*: To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed.

** : No students in this population.

| FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION | PERCENTAGES | |
|--|-------------|---------|
| | SY15-16 | SY16-17 |
| BROWARD | | |
| Students with Disabilities | 87.50% | ** |
| Free/Reduced Lunch Students | 91.11% | ** |
| ESL Students | 80.00% | ** |
| CLAY | | |
| Students with Disabilities | * | 100.00% |
| Free/Reduced Lunch Students | * | 100.00% |
| ESL Students | * | ** |
| DUVAL | | |
| Students with Disabilities | 44.83% | 63.64% |
| Free/Reduced Lunch Students | 51.00% | 67.29% |
| ESL Students | 50.00% | 33.33% |
| HILLSBOROUGH | | |
| Students with Disabilities | 75.86% | * |
| Free/Reduced Lunch Students | 81.82% | * |
| ESL Students | 60.00% | * |
| OSCEOLA | | |
| Students with Disabilities | 53.85% | 100.0% |
| Free/Reduced Lunch Students | 73.33% | 94.29% |
| ESL Students | 33.33% | 75.00% |
| PALM BEACH | | |
| Students with Disabilities | 95.65% | ** |

Continued on next page.

¹ By June 30, 2016, Florida virtual charter schools managed by K12 Florida LLC changed their names from “Florida Virtual Academy (FLVA) at XX County” to “Florida Cyber Charter Academy (FLCCA) at XX County.” A few school district authorizers, however, continued to use the FLVA naming convention after 6.30.16, for instance, when reporting virtual charter school data to FLDOE. In this application, we have referenced each virtual charter school according to the school name used by FLDOE in its reports.

| FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION, continued | PERCENTAGES | |
|--|--------------------|----------------|
| PALM BEACH, continued | SY15-16 | SY16-17 |
| Free/Reduced Lunch Students | 89.29% | ** |
| ESL Students | ** | ** |
| PASCO | SY15-16 | SY16-17 |
| Students with Disabilities | 50.00% | 82.14% |
| Free/Reduced Lunch Students | 57.78% | 88.14% |
| ESL Students | ** | 66.67% |
| PINELLAS | SY15-16 | SY16-17 |
| Students with Disabilities | 69.57% | 96.15% |
| Free/Reduced Lunch Students | 59.32% | 98.41% |
| ESL Students | ** | 100% |

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

| FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY | PERCENTAGES | |
|--|--------------------|----------------|
| BROWARD | SY15-16 | SY16-17 |
| American Indian or Alaska Native | 100.00% | ** |
| Asian | 100.00% | ** |
| Black or African-American | 91.14% | ** |
| Hispanic or Latino | 90.57% | ** |
| Native Hawaiian or Other Pacific Islander | ** | ** |
| Two or More Races | 100.00% | ** |
| White | 92.55% | ** |
| CLAY | SY15-16 | SY16-17 |
| American Indian or Alaska Native | * | ** |
| Asian | * | ** |
| Black or African-American | * | 100.00% |
| Hispanic or Latino | * | 66.67% |
| Native Hawaiian or Other Pacific Islander | * | ** |
| Two or More Races | * | 100.00% |
| White | * | 95.83% |
| DUVAL | SY15-16 | SY16-17 |
| American Indian or Alaska Native | ** | ** |
| Asian | 40.00% | 33.33% |
| Black or African-American | 48.91% | 65.41% |
| Hispanic or Latino | 69.57% | 76.09% |
| Native Hawaiian or Other Pacific Islander | 0.00% | 100.00% |
| Two or More Races | 68.42% | 80.00% |
| White | 61.88% | 69.15% |
| HILLSBOROUGH | SY15-16 | SY16-17 |
| American Indian or Alaska Native | 100.00% | * |

Continued on next page.

| FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY, continued | PERCENTAGES | |
|---|--------------------|----------------|
| Hillsborough, continued | SY15-16 | SY16-17 |
| Asian | 100.00% | * |
| Black or African-American | 87.23% | * |
| Hispanic or Latino | 79.55% | * |
| Native Hawaiian or Other Pacific Islander | ** | * |
| Two or More Races | 94.12% | * |
| White | 81.90% | * |
| OSCEOLA | SY15-16 | SY16-17 |
| American Indian or Alaska Native | ** | 100.00% |
| Asian | 100.00% | 100.00% |
| Black or African-American | 75.00% | 88.89% |
| Hispanic or Latino | 61.36% | 96.00% |
| Native Hawaiian or Other Pacific Islander | 100.00% | 100.00% |
| Two or More Races | 100.00% | 100.00% |
| White | 79.66% | 97.96% |
| PALM BEACH | SY15-16 | SY16-17 |
| American Indian or Alaska Native | 100.00% | ** |
| Asian | 100.00% | ** |
| Black or African-American | 97.44% | ** |
| Hispanic or Latino | 97.22% | ** |
| Native Hawaiian or Other Pacific Islander | ** | ** |
| Two or More Races | 100.00% | ** |
| White | 96.67% | ** |
| PASCO | SY15-16 | SY16-17 |
| American Indian or Alaska Native | ** | ** |
| Asian | ** | ** |
| Black or African-American | 77.78% | 100.00% |
| Hispanic or Latino | 61.90% | 92.00% |
| Native Hawaiian or Other Pacific Islander | ** | ** |
| Two or More Races | 80.00% | 75.00% |
| White | 74.49% | 83.87% |
| PINELLAS | SY15-16 | SY16-17 |
| American Indian or Alaska Native | ** | 100.00% |
| Asian | 0.00% | ** |
| Black or African-American | 72.73% | 87.50% |
| Hispanic or Latino | 76.47% | 100.00% |
| Native Hawaiian or Other Pacific Islander | ** | ** |
| Two or More Races | 57.14% | 83.33% |
| White | 72.66% | 94.59% |

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

- **Student, educator, and school performance accountability outcomes. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades, if applicable, other school/program ratings, dropout rates, graduation rates.**

** Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.*

District Virtual Instruction Programs Performance on State Assessments for 2016-17 and 2017-18
Grade level and subgroup performance in English Language Arts and Mathematics

| ENGLISH LANGUAGE ARTS | | | | |
|------------------------------|---------------------|--------------------------|---------------------|--------------------------|
| Grade Level | 2016-17 | | 2017-18 | |
| | % Proficient | # Students Tested | % Proficient | # Students Tested |
| 3rd Grade | 72% | 92 | 67% | 76 |
| 4th Grade | 54% | 102 | 69% | 86 |
| 5th Grade | 61% | 105 | 59% | 96 |
| 6th Grade | 79% | 80 | 69% | 68 |
| 7th Grade | 69% | 55 | 81% | 52 |
| 8th Grade | 90% | 68 | 90% | 51 |
| 9th Grade | 83% | 35 | 73% | 48 |
| 10th Grade | 66% | 56 | 82% | 33 |

From 2016-17 to 2017-18, the percent of students in the proficient category improved or remained stable in 4 grades. Improvements ranged from 12 to 15 points. The percent of students in the proficient category declined in 4 grades. The percent of students in the proficient category who declined ranged from 2 to 10 points.

| MATHEMATICS | | | | |
|--------------------|---------------------|--------------------------|---------------------|--------------------------|
| Grade Level | 2016-17 | | 2017-18 | |
| | % Proficient | # Students Tested | % Proficient | # Students Tested |
| 3rd Grade | 48% | 93 | 55% | 74 |
| 4th Grade | 47% | 103 | 56% | 86 |
| 5th Grade | 45% | 110 | 42% | 98 |
| 6th Grade | 63% | 80 | 48% | 67 |
| 7th Grade | 58% | 48 | 77% | 44 |
| 8th Grade | 71% | 52 | 70% | 40 |
| Algebra 1 | 56% | 61 | 68% | 41 |
| Geometry | 46% | 41 | 62% | 34 |

From 2016-17 to 2017-18, the percent of students in the proficient category improved in 5 grades. Improvements ranged from 5 to 19 points. The percent of students in the proficient category declined in 3 grades. The percent of student in the proficient category who declined ranged from 1 to 15 points.

| ENGLISH LANGUAGE ARTS: % PROFICIENT | | |
|--|----------------|----------------|
| Grade Level | 2016-17 | 2017-18 |
| All Students | 70% | 71% |
| Economically Disadvantaged | 62% | 60% |
| Students with Disabilities | 56% | 69% |
| English Learners | 78% | 77% |
| White/Caucasian | 66% | 68% |
| African American | 61% | 70% |
| Hispanic | 78% | 79% |
| Asian | 82% | 81% |
| American Indian/Alaskan Native | NA | NA |
| Native Hawaiian or other Pacific Islander | NA | NA |
| Students of Multiple Races/Multiracial | 61% | 72% |

From 2016-17 to 2017-18 in English/Language Arts the percentage of students in the proficient category improved for students in the subgroups of: Students with Disabilities, White/Caucasian, African American, and Hispanic. Improvements ranged from 1 to 13 points. The percent of students in the proficient category within the Economically Disadvantaged, English learners, and Asian subgroups declined by 1-2 points. Overall, students improved by 1 point. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

| MATHEMATICS: % PROFICIENT | | |
|--|----------------|----------------|
| Grade Level | 2016-17 | 2017-18 |
| All Students | 53% | 57% |
| Economically Disadvantaged | 37% | 44% |
| Students with Disabilities | 51% | 65% |
| English Learners | 63% | 63% |
| White/Caucasian | 53% | 55% |
| African American | 35% | 55% |
| Hispanic | 59% | 57% |
| Asian | 81% | 78% |
| American Indian/Alaskan Native | NA | NA |
| Native Hawaiian or other Pacific Islander | NA | NA |
| Students of Multiple Races/Multiracial | 53% | 65% |

From 2016-17 to 2017-18 in mathematics, the percent of students scoring in the proficient category improved or remained stable from 2016-17 to 2017-18 in every subgroup within the District Virtual Instruction Programs except for the Hispanic and Asian subgroups. Improvements ranged from 1 to 14

points. These two subgroups saw declines of 2 and 3 points, respectively. Overall, students improved by 5 points. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

We do not have access to school-level standardized assessment results.

Florida Cyber Charter Academy Accountability Data 2015-16, 2016-17 and 2017-18

| FLCCA Campus | 2015-16 Florida School Grade | 2016-17 Florida School Grade | 2017-18 Florida School Grade |
|--|------------------------------|------------------------------|----------------------------------|
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | I | C | C |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | I | D | I |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | I | C | D |
| FLORIDA VIRTUAL ACADEMY AT PASCO | I | D | C |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | I | C | Voluntarily Relinquished Charter |

Florida Cyber Charter Academy State Assessment Data for 2015-16, 2016-17 and 2017-18

Percent At or Above Proficient by grade level, school, year and number of students tested (cells with asterisks do not include a sufficient number of students to report data)

| ENGLISH LANGUAGE ARTS | | | | | | | |
|--|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | Grade Level | 2015-16 | | 2016-17 | | 2017-18 | |
| | | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | 3rd Grade | * | 3 | * | 1 | * | 3 |
| | 4th Grade | * | 1 | * | 8 | * | 1 |
| | 5th Grade | * | 3 | * | 2 | * | 5 |
| | 6th Grade | * | 1 | * | 6 | * | 5 |
| | 7th Grade | * | 3 | * | 4 | * | 9 |
| | 8th Grade | * | 1 | * | 6 | * | 9 |
| | 9th Grade | * | 1 | * | 1 | * | 7 |
| | 10th Grade | - | - | * | 1 | * | 6 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | 3rd Grade | 56% | 18 | 35% | 34 | 48% | 23 |
| | 4th Grade | 31% | 16 | 38% | 26 | 35% | 26 |
| | 5th Grade | 35% | 17 | 33% | 42 | 25% | 24 |
| | 6th Grade | 43% | 23 | 49% | 47 | 30% | 46 |
| | 7th Grade | 44% | 27 | 43% | 35 | 33% | 43 |
| <i>Continued on next page.</i> | | | | | | | |

| FLORIDA CYBER CHARTER ACADEMY AT DUVAL, CONTINUED | Grade Level | 2015-16 | | 2016-17 | | 2017-2018 | |
|--|----------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|
| | | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| | 8th Grade | 55% | 29 | 42% | 52 | 41% | 44 |
| | 9th Grade | 21% | 14 | 35% | 26 | 39% | 28 |
| | 10th Grade | 70% | 10 | 50% | 18 | 29% | 21 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | 3rd Grade | * | 7 | 43% | 14 | 41% | 41 |
| | 4th Grade | * | 7 | * | 8 | 38% | 47 |
| | 5th Grade | * | 7 | * | 8 | 41% | 46 |
| | 6th Grade | 57% | 14 | 60% | 10 | 33% | 104 |
| | 7th Grade | 50% | 10 | 47% | 17 | 37% | 106 |
| | 8th Grade | 60% | 10 | 64% | 11 | 44% | 114 |
| | 9th Grade | * | 5 | * | 7 | 38% | 104 |
| | 10th Grade | * | 5 | * | 6 | 48% | 81 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | 3rd Grade | * | 4 | 55% | 11 | 41% | 22 |
| | 4th Grade | 33% | 12 | * | 7 | 50% | 12 |
| | 5th Grade | * | 6 | 70% | 10 | 36% | 14 |
| | 6th Grade | * | 8 | 39% | 18 | 39% | 33 |
| | 7th Grade | * | 9 | 23% | 13 | 28% | 39 |
| | 8th Grade | 46% | 13 | 39% | 23 | 43% | 40 |
| | 9th Grade | * | 6 | 48% | 21 | 47% | 38 |
| | 10th Grade | * | 5 | 40% | 10 | 49% | 37 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | 3rd Grade | 50% | 12 | 90% | 10 | - | - |
| | 4th Grade | 20% | 10 | * | 6 | - | - |
| | 5th Grade | 9% | 11 | * | 6 | - | - |
| | 6th Grade | * | 8 | * | 8 | - | - |
| | 7th Grade | 27% | 11 | 30% | 10 | - | - |
| | 8th Grade | 40% | 10 | 40% | 25 | - | - |
| | 9th Grade | * | 3 | 43% | 14 | - | - |
| | 10th Grade | - | - | * | 8 | - | - |

The small and varying number of charter school students who took the English Language Arts state assessment each year and at each grade level does not yield annual comparative information.

| MATHEMATICS | | | | | | | |
|--|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | Grade Level | 2015-16 | | 2016-17 | | 2017-18 | |
| | | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | 3rd Grade | * | 3 | * | 2 | * | 3 |
| | 4th Grade | * | 1 | * | 8 | * | 1 |
| | 5th Grade | * | 3 | * | 2 | * | 5 |
| | 6th Grade | * | 1 | * | 6 | * | 7 |
| | 7th Grade | * | 1 | * | 3 | * | 9 |
| | 8th Grade | * | 4 | * | 5 | * | 7 |
| | Algebra I | * | 1 | * | 3 | 27% | 11 |
| | Geometry | - | - | * | 1 | * | 5 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | 3rd Grade | 56% | 18 | 18% | 34 | 30% | 23 |
| | 4th Grade | 6% | 18 | 15% | 26 | 13% | 30 |
| | 5th Grade | 11% | 19 | 19% | 43 | 16% | 25 |
| | 6th Grade | 26% | 23 | 18% | 50 | 16% | 49 |
| | 7th Grade | 31% | 29 | 43% | 40 | 23% | 44 |
| | 8th Grade | 31% | 29 | 18% | 49 | 20% | 40 |
| | Algebra I | 25% | 12 | 26% | 35 | 29% | 34 |
| | Geometry | 30% | 10 | 20% | 15 | 32% | 22 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | 3rd Grade | * | 6 | 29% | 14 | 22% | 41 |
| | 4th Grade | * | 8 | 20% | 10 | 22% | 55 |
| | 5th Grade | * | 7 | * | 8 | 26% | 47 |
| | 6th Grade | 57% | 14 | 50% | 10 | 22% | 106 |
| | 7th Grade | * | 8 | 44% | 16 | 35% | 110 |
| | 8th Grade | 23% | 13 | * | 8 | 29% | 111 |
| | Algebra I | * | 5 | 33% | 12 | 26% | 111 |
| | Geometry | * | 5 | * | 7 | 30% | 79 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | 3rd Grade | * | 3 | 27% | 11 | 29% | 21 |
| | 4th Grade | 18% | 11 | * | 7 | 25% | 12 |
| | 5th Grade | * | 8 | 18% | 11 | 27% | 15 |
| | 6th Grade | * | 8 | 33% | 18 | 18% | 34 |
| | 7th Grade | 25% | 12 | 31% | 16 | 28% | 40 |
| | 8th Grade | 23% | 13 | 23% | 22 | 20% | 35 |
| | Algebra I | * | 3 | 39% | 23 | 33% | 46 |
| | Geometry | * | 6 | 50% | 12 | 35% | 46 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | 3rd Grade | 25% | 12 | 50% | 10 | - | - |
| | 4th Grade | * | 9 | * | 8 | - | - |
| | 5th Grade | 9% | 11 | * | 6 | - | - |
| <i>Continued on next page.</i> | | | | | | | |

| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL, CONTINUED | Grade Level | 2015-16 | | 2016-17 | | 2017-18 | |
|---|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| | | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| | 6th Grade | * | 9 | * | 9 | - | - |
| | 7th Grade | 20% | 10 | 50% | 10 | - | - |
| | 8th Grade | 20% | 10 | 25% | 24 | - | - |
| | Algebra I | * | 3 | 36% | 14 | - | - |
| | Geometry | * | 1 | * | 6 | - | - |

The small and varying number of charter school students who took the mathematics state assessment each year and at each grade level does not yield annual comparative information.

| SCIENCE | | | | | | | |
|--|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | Grade Level | 2015-16 | | 2016-17 | | 2017-18 | |
| | | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | 5th Grade | * | 2 | * | 2 | * | 5 |
| | 8th Grade | - | - | 21% | 38 | * | 9 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | 5th Grade | 18% | 17 | * | 7 | 20% | 25 |
| | 8th Grade | 35% | 31 | 36% | 11 | 29% | 42 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | 5th Grade | * | 7 | * | 6 | 33% | 43 |
| | 8th Grade | * | 7 | * | 6 | 30% | 117 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | 5th Grade | * | 4 | 27% | 56 | 27% | 15 |
| | 8th Grade | * | 8 | 38% | 13 | 23% | 40 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | 5th Grade | * | 9 | 21% | 24 | - | - |
| | 8th Grade | * | 7 | 26% | 23 | - | - |

The small and varying number of charter school students who took the science state assessment each year and at each grade level does not yield annual comparative information.

| BIOLOGY END OF COURSE TEST | | | | | | |
|--|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | 2015-16 | | 2016-17 | | 2017-18 | |
| | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | - | - | - | - | * | 2 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | * | 7 | 36% | 22 | 50% | 14 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | * | 2 | * | 7 | 60% | 65 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | * | 3 | * | 8 | 59% | 34 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | - | - | * | 2 | - | - |

| CIVICS END OF COURSE TEST | | | | | | |
|--|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | 2015-16 | | 2016-17 | | 2017-18 | |
| | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | * | 1 | * | 3 | * | 9 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | 45% | 20 | 45% | 40 | 38% | 42 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | 82% | 11 | 42% | 19 | 42% | 109 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | * | 5 | 41% | 17 | 42% | 43 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | 36% | 11 | * | 9 | - | - |

| US HISTORY END OF COURSE TEST | | | | | | |
|--|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| School | 2015-16 | | 2016-17 | | 2017-18 | |
| | % Proficient | # Students Tested | % Proficient | # Students Tested | % Proficient | # Students Tested |
| FLORIDA CYBER CHARTER ACADEMY AT CLAY | - | - | - | - | * | 4 |
| FLORIDA CYBER CHARTER ACADEMY AT DUVAL | * | 1 | 62% | 13 | 63% | 19 |
| FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA | - | - | * | 4 | 51% | 61 |
| FLORIDA VIRTUAL ACADEMY AT PASCO | - | - | * | 7 | 64% | 22 |
| FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL | - | - | * | 2 | - | - |

The small and varying number of charter school students who took the three end of course state assessments each year and at each grade level does not yield annual comparative information. The charter schools did not have a sufficient number of students complete fall and spring school-administered standardized assessments to report trends or comparative information.

SCHOOL GRADES

K12 Florida LLC has continued to qualify as a Virtual Instruction Provider since the last application cycle in 2015. In 2015-2016, 2016-2017, and 2017-2018, K12 Florida LLC maintained a school grade of “B”.

TEACHER EVALUATIONS

- **Percent of Teacher Evaluations Based on Student Performance**

At least 30% of the performance objectives weight in K12 teacher evaluations is based on student performance.

DROPOUT AND GRADUATION RATES

Dropout Rates

Florida Cyber Charter Academies

Dropout rates are not yet calculated by the FLDOE.

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the District Virtual Instruction Programs to collect and track student data. Dropout rates are not currently tracked by K12. As the provider of the Virtual Instruction Program, access to this information is not available.

Graduation Rates

Florida Cyber Charter Academies

Graduation rates are not yet calculated by the FLDOE.

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the district virtual instruction programs to collect and track student data. The data below indicates the graduation rates based on full time students enrolled in the district virtual instruction program, where K12 received confirmation from the district that students graduated at the end of the school year.

- SY 2015-2016 96% Graduation rate
- SY 2016-2017 85% Graduation rate
- SY 2017-2018 92% Graduation rate

DISCLOSURE WEBSITE

Provide the link(s) to where this required disclosure information is prominently displayed on your website and the information is up to date: www.k12.com