

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, currently authorized by the Florida Department of Education (FLDOE) to participate with school districts in their Virtual Instruction Programs as well as to provide virtual instruction services to district sponsored online schools and cyber charter schools, is an indirect wholly owned subsidiary of Stride, Inc. (“Stride” formerly known as K12 Inc). Stride has transformed the teaching and learning experience for millions of people by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, the military, and enterprises in primary, secondary, and post-secondary settings.

Stride is a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. During school year 2020-2021, Stride supported over 200,000 students through its full-time public and private school programs. For adult learners, Stride delivers professional skills training in healthcare and technology, as well as staffing and talent development for Fortune 500 companies. Stride has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries.

Stride has invested to develop and acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. The Stride suite of services and instructional curriculum and courseware, collectively referred to as the “Stride Curriculum”, and currently includes Stride, Stride Learning Solutions Online Courses, Middlebury Interactive Languages, LTS Education Systems, and Career Readiness Education (CRE) curriculum. Stride provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools (including online 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 Stride’s curriculum is 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. Stride uses “big ideas” in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to Florida’s new B.E.S.T. Standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

Stride content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. Stride uses existing research, feedback from parents and students, and the judgement of experienced teachers to determine these priorities and to modify Stride’s learning systems to guide the allocation of each student’s time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master Florida’s B.E.S.T. Standards.

In addition to the Florida standards, including the new B.E.S.T. Standards, courses within the Stride curriculum align to the Next Generation Science Standards, and the International Association for K-12 Online Learning (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 on the learning platform.

Several types of multimedia are standard in the Stride 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 the opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)
- *Technology-Enhanced Item (TEI) types*: offer students the 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 bring instruction to life

As an example of interactive activities, Stride Science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas. The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs.

Interactive Framework

The Stride curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support.

The Stride course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Stride courses follow a framework of interactivity that is peppered with engaging media, video, and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by Stride, as well as feedback from parents and teachers.

Summit Curriculum

The Stride Summit courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Summit courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive online learning experience. Currently, all Stride grades K-8 ELA, Math, Science, History/Social Sciences, Art, and Health and Physical Education curriculum are Summit courses. The majority of Stride grades 9-12 ELA, Math, Science, History/Social Sciences, and electives are Summit courses.

Elementary and Middle School Curriculum

Families with students enrolled in elementary grades begin the school year with a Welcome to Online Learning course. New middle school students attend “Online Learning: Middle School”, which introduces them to the online learning platform. Returning students attend “Welcome Back: Middle School”. These introductory courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered in grades K-5 include:

- the online school tools like the daily plan, messages, and help
- course organization of lessons, including assessments
- resources like Big Universe and Scholastic Go; and
- strategies to get organized and be a successful student in online courses.

In addition to the above, topics for middle school also cover time management (including how to take advantage of the flexibility of online courses) and how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students will be fully prepared to begin their lessons in the online school.

K-8 Interactive Curriculum

The Stride K-8 curriculum is engaging and includes a variety of innovative game-like experiences embedded in the instructional content. For example, the “Space Coaster” game is integrated into some Math and ELA courses. Students work to improve fluency with math facts, selecting a piece of roller coaster track with each correct answer to build a personalized animation that allows them to “ride” their roller coaster when they complete the game.

This adaptive game-based learning system, called Stride Skills Arcade, is both a supplemental software program for English Language Arts, Math, Reading, and Science in grades K - 8 and is also being

integrated for practice opportunities based on students' needs aligned to what students have learned in Summit ELA and Math curriculum. Stride integrates gaming components and a reward system to engage students while helping below or above grade level students expand their knowledge. Stride Skills Arcade provides adaptive algorithms that put students on a learning pathway based on the questions they answer correctly or incorrectly so students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. Stride Skills Arcade is tailored to each student's needs, keeps students motivated, and is built directly into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

In addition to the online curriculum, the Stride 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 materials and supplies sent to students 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.

From Kindergarten through 8th grade, Stride courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive 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 (whether formative or summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary.

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

Stride's Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Spiraling practice and review ensures mastery of basic skills. Embedded online games and animations motivate and engage students in challenging work and help illustrate concepts, while challenge problems help students develop critical thinking skills. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of algebra, Stride Math provides a thorough mathematical grounding and foundation for middle school.

Science: Stride offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. To enhance students' understanding of experimental procedures and scientific concepts, students may use online "sandbox" experiences or lab supplies and materials which they receive. Exploring life, earth, and physical sciences in each grade, Stride 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 Stride Science courses for the NGSS with their notable emphasis on applied science in the NGSS' newly explicit engineering strand.

English Language Arts (ELA): Stride ELA 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 ELA program emphasizes classic works from a diverse range of cultures and traditions while offering contemporary, authentic reading experiences via physical trade books and Big Universe, a rich digital library (see below). The courses also include informational texts and address writing as a process to prepare 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. Older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

Grades 2 – 5 Summit English Language Arts course strands are interwoven for a cohesive, balanced experience. Stride Skills Arcade for ELA (see description above) provides independent practice tailored to each student's specific needs, built right into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

“Big Universe” is a digital library offering thousands of leveled eBooks, a reading fluency tool, analytics to demonstrate reading growth, and engaging reading practice opportunities. Big Universe and the Fluency Tool are embedded within grades 3, 4, and 5 ELA Summit courses. In order to match readers to engaging texts at their instructional reading level, the Summit ELA grades 3, 4, and 5 courses provide reading benchmarks and reading checkpoints within each course which allow teachers to place fluency checkpoints into student plans as appropriate for a student's class and schedule. The Fluency Tool uses sophisticated natural language processing and scoring based on empirical research. A benchmark test is provided to students and asks them to read three passages aloud, to retell what they have read, and to answer a few comprehension questions about each passage. The Fluency Tool determines each student's instructional level using measures of reading rate, comprehension, accuracy, and expression. The checkpoint exams help the teacher to monitor how the student is reading compared to the student's instructional level.

History: The Stride kindergarten history and social sciences 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 first-grade history program tells the story of the geography and ancient history of Greece, Egypt, and China; as well as the origins of Judaism, Hinduism, Buddhism, and democracy. New grades 2 through 4 history curriculum will be introduced in SY2021-2022 focusing on exploring community, civics, citizenship, and state history through eBooks, web explorations, and hands on projects. Students in second grade experience a broad introduction to social studies and build a base for future learning. Third graders explore the world around them through the lens of diverse social studies concepts and topics. Fourth graders investigate the geography, history, economics, and civics of

the United States. Students in grades 5 and up explore major themes and topics in greater depth through an American Studies course.

Art: Following timelines parallel to those of the History lessons, Stride Art lessons introduce students to great works of art from different cultures and eras while engaging them in creative activities, including painting, drawing, sculpting, and weaving using provided 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 artwork 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: Stride allows students to explore and build foundational music skills with Spotlight on Music. 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: Stride offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The Stride 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 in both social and academic settings by 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 tend to 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 important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and succeed 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 improves the learner's ability to understand and communicate with people from different walks of life.

Elementary and Middle School Career Readiness Education (CRE)

“Experience” is the key word for elementary school CRE. During elementary school, students will begin to experience careers and develop professional skills (e.g., communication, organization, presentation). The School’s career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. Stride has partnered with the Inventors Hall of Fame to create these quarterly career experiences in a variety of career clusters.

“Exploration” is the key word for middle school CRE. A two-semester course introduces 6th or 7th graders to opportunities across the sixteen National Career Clusters™. Then, students may choose from Stride’s 5 one-semester cluster exploration courses in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology; and Manufacturing, Architecture, and Construction. The purpose of cluster exploration courses is to increase the student’s awareness of their interests and the careers that are available. The courses cover basic concepts related to each career cluster and its pathways. Students learn how to choose a satisfying career by identifying strengths, interests, skills, abilities, and areas for growth.

Explorations courses utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the “need to know” for students to learn the targeted content of the course. Students take on professional roles to develop their project and in-demand career skills take center stage. Activities in Explorations courses teach leadership, critical thinking, communication, and problem-solving skills that are essential to project success. Each course prompts students to begin career planning by developing an academic plan, identifying courses that meet career goals, understanding education and certification demands in a field, and collecting artifacts for a portfolio.

High School Curriculum

The “Online Learning” course is an introduction to the virtual learning environment for high school students with information for Learning Coaches (usually a guardian or parent, but could be any caring adult who will support the student in their learning process). Topics include an orientation to people and parts of an online school, the online school platform, opportunities for socializing, sample assessments, and tips about how to create an effective learning environment, manage time, and be successful. Each lesson has video tutorials, printable guides, and practices activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice.

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.

Stride courses will meet all state 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 (including Honors and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular “academic path,” the Stride curriculum allows students to chart their own course, choosing from a variety 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 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 personal, natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

Stride continuously invests and develops techniques and features in the high school curriculum to improve accessibility and interoperability with mobile devices. Most Stride-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 supports responsive design.

The Stride high school curriculum will provide students the opportunity to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

Comprehensive courses: Students work on extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also require independent thinking and self-discipline.

Honors courses: Students are expected to take more responsibility for their progress in the course and 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 Stride curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. Stride 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.

Stride offers the following Advanced Placement courses that were officially approved through the College Board’s AP audit process:

Art History	French Language and Culture
Biology	Macroeconomics
Calculus AB	Microeconomics
Chemistry	Psychology
English Language and Composition	Spanish Language and Culture
English Literature and Composition	United States History
Environmental Science	World History: Modern

History: Stride 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 Studies, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by Stride 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: Stride 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. Stride 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, mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

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

Stride 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. Students taking these high school science courses 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. The Stride high school science courses prepare 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: Stride 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 and 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. Offline components provide application and practice opportunities. In addition, teachers often record their instructional sessions and make them available to students for review.

The textbooks (in both offline and digital formats) provide reference information and more worked examples. Robust, well-sequenced problem sets that allow students to learn by practicing are offered in every math course whether online or offline. Each lesson also includes resources that help teachers and Learning Coaches 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. Teachers also use “Exit Tickets” after online instructional sessions. These Exit tickets provide students with the opportunity to demonstrate what they have learned in that live session. Teachers use this information to personalize learning feedback to students.

Many courses are available in various levels including Honors and AP. Among the math courses offered are Algebra 1, Algebra 2, and Geometry to meet graduation requirements.

World Languages: World Languages are increasingly important in the economy today. Stride’s online language courses include recording technology so students’ speaking ability can be accurately assessed by their teachers. High school students can take up to four years of World Language courses (including college-level AP) in a variety of languages to meet their graduation requirements.

Elective Curriculum: Stride’s 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. Stride’s elective curriculum includes courses in:

- **World Languages:** High school level World Languages courses currently offered by Stride include Spanish, French, German, Latin, Chinese, and Sign Language.
- **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 offered, ranging from basic Computer Literacy to Computer Science. Students may explore career avenues with courses including Digital Arts, Image Design and Editing, 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 Marketing 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 requirements, requires daily physical activity, verified by a parent or mentor. Physical Education is also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Finding Your Path:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include Stride’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.

Career Readiness Education (CRE): Stride recognizes that student plans after high school will vary and may include immediate immersion in the workforce as well as postsecondary education. Stride currently has over 200 Career Readiness Education (CRE) courses ranging from career exploration courses to in-depth content in 26 of the Career Pathways™ in seven of the sixteen National Career Clusters™. Stride is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Stride’s set of intensive course pathways prepares students with work-ready skills and credentials. These pathways can be embedded in any school and could easily represent a “school-within-a-school” allowing students to leave high school with qualifications in demand in today’s labor market. Stride launched its first career-focused school in 2014. These schools are dedicated to career preparation, where all students pursue a career pathway in addition to their core education and high school diploma.

Of Stride’s career courses, 50 utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include around 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the “need to know” for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework with input from both PBL experts and content experts. Stride continues to build PBL courses under the various clusters.

In addition to Career Exploration, the PBL courses currently support a variety of CRE pathways including Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology, Law, Public Safety and Security, and Manufacturing. Adding in career electives, CRE courses offered span topics in the clusters of Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Education and Training; Law Public Safety, and Corrections/Security; Health Science and Human Services; Hospitality and Tourism; Information Technology; and STEM, Manufacturing, Architecture, and Construction.

An example of a CRE pathway program is the four-year Therapeutics pathway. This consists of an exploratory experience in Health Science and Human Services and multiple courses within the Therapeutics pathway (e.g., Medical Terminology, Medical Assisting, Nursing Assistant, Dental

Assistant, and Pharmacy Technician). This pathway prepares students for credentials such as DANB National Entry Level Dental Assistant, American Medical Certification Association (AMCA) Clinical Medical Assistant Certification, or AMCA Nursing Assistant Certification.

Credit Recovery: Stride and its curriculum experts are prepared to meet all students where they are. The Stride curriculum provides credit recovery courses for students who have not successfully completed courses required for graduation and are “at risk”. Credit recovery courses include diagnostic tests assessing students’ understanding of fundamental content and direct them to review or move ahead accordingly. Social emotional activities encourage students throughout the course. 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

Stride 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 a diverse student population 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. Stride provides a full-service product unique in the virtual learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers. This program is designed to leverage best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

User-Centric Design

User-centric design means making a product easy and enjoyable to use by understanding the people who use the product: students, Learning Coaches, and teachers and other school personnel. It is an integral aspect of development. The User Experience Design Team at Stride seeks to understand users through observations and data. Information is organized to be effective for the user and aesthetically pleasing. Interactive behaviors are designed to allow users to complete their goals or tasks. This process is iterative, using user feedback to inform both initial design and design enhancements. Utilizing user research and analytics, information architecture, interaction design, content strategy, visual design, and usability testing, the team identifies problems that users encounter within the system and works to re-design aspects of the system to make it more intuitive and user-centered.

The team utilizes focus groups, surveys, and interviews, among other tools, to research how end users interact with the system. Since 2015, the Stride User Experience team has conducted 180 studies with 63,801 participants. Their work has improved the overall usability of Stride’s platform, enabling students, teachers, and Learning Coaches to move through the system with more ease, allowing them to focus on coursework instead of technical issues.

For example, over the past three years, the team studied the family experience of receiving and setting up their loaner computers. Stride implemented recommended changes from the research that improved the satisfaction score for the computer start-up including preloaded software by 9%. These changes also resulted in the increase of satisfaction with setting up loaned peripherals (head set and printer) and connecting to the Internet by 6%.

The group also analyzed and recommended hardware to improve the loaner laptop's performance on school tasks. These higher performing computers resulted in a 42% reduction in customer support calls related to hardware.

Recently, the team performed four separate studies at various stages in the K-5 Online School (OLS) redesign to improve aspects of the new interface. Recommended changes were made to the product which resulted in students performing successfully on high frequency tasks while Learning Coaches found the new design to be motivating and engaging to their students.

A Research-based Pedagogical Basis

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

- Cognitive Science Research on How Students Learn: aligns cognitive research, student performance measurement, and instructional strategies targeted to ensure best practice and student accessibility to Stride curriculum.
- 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
- Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses): 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 assessment 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

Stride is submitting alignments to the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics to FLDOE following the timeline set by the Florida State Board of Education. The Stride curriculum is also aligned to the organization's mission to help students reach their full potential through inspired teaching and personalized learning.

National Standards for Quality Online Courses

In 2007, iNACOL published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outlined quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations used these standards as a rubric for evaluating the quality of any online courses they wished to offer. The iNACOL standards were revised in late summer 2011. Stride's courses have been so widely recognized for embodying best practices for online learning that Stride's

curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—included reformulated standards that were more easily applicable and verifiable in the growing landscape of different online scenarios.

In 2018, Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), started a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by iNACOL. The revised standards include 2019 National Standards for Quality Online Courses. Stride is committed to producing courses that meet or exceed these standards.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across public schools served by Stride (which, state by state, follow different standards and administer different assessments), Stride 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. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. 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 Stride course follows a carefully organized scope and sequence articulating measurable 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 Stride creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.
- Stride 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 Stride 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 Stride 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.
- Stride 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

- Stride assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- Stride'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 point the way to remediation or enrichment.
- Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in testing scenarios today. These items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

BASIS FOR AND FREQUENCY OF REVISION

Stride 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, Stride is committed to maintain up-to-date, standards-based, fully aligned courses. Stride has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year the content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, user testing, and input from teaching staff. In general, Stride courses are iteratively developed and continuously evolving.

User feedback from teachers, students, and families 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.

EFFECTIVENESS OF THE STRIDE CURRICULUM

Stride, using the Stride 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. (now Stride, Inc.). 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, Stride 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 November 2018, AdvancED merged with Measured Progress and is now called “Cognia”. Cognia is a global nonprofit working in over 80 countries. Cognia offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Stride, Inc., Learning Solutions Instructional Services Team (serving the K12 Florida LLC district virtual instruction programs), Florida Cyber Charter Academy at Clay County, Florida Cyber Charter Academy at Duval County, and Florida Cyber Charter Academy at Osceola County are each accredited by Cognia.

In 2007, Stride managed public schools graduated their first cohort of just 6 students. Since that time, 66,620 students have earned a high school diploma including 11,587 students who graduated in SY2020-2021 from online and blended schools using the Stride education program. Students graduating from Stride 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.

Stride’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.

Stride’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 more than 60 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 & Technical Education
- 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
- AdvanceCTE
- AERA—American Educational Research Association - <http://www.aera.net>
- APA—American Philological Association

- Assistive Technology Industry Association
- CCSO—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
- 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/ncsa.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
- Virtual Learning Leadership Alliance in partnership with Quality Matters (revised and maintaining former iNACOL National Standards for Quality Online Learning)
- 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 Stride Style Guidelines devote a section to how to guard against demographic, geographic, political, racial, and intellectual bias. Here is the Stride policy statement on the issue:

Multiculturalism and the Stride 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 Stride, 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 Stride, 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 Stride, Inc. Private Academy, now serving students around the world.

To help our students grasp the common American inheritance within its global context, Stride, 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, Stride has served students with disabilities. In the SY2020-2021 about 13.5% of students attending Stride virtual academies which are responsible for providing special education services were 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). Stride 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 Application Programming Interfaces (APIs), assistive technology, and language translation programs. Our use of a variety of resources including the National Instructional Media Access Center, Bookshare, 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 Materials Accessibility Standards (NIMAS).

To meet the needs of exceptional learners, our Stride 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, district virtual instruction programs, and district sponsored online schools served by K12 Florida LLC are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from Stride and/or the school district, as applicable) tailored to each student’s individual abilities and needs, including assistive technologies and individualized support.

Universal Design for Learning (UDL) provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; instead, it supports flexible approaches that can be customized and adjusted for individual needs.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways at Stride:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development
- Throughout their educational materials and services, Stride’s professional development and training, implementation, and evaluation are responsive to students’ tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of Stride materials and services. Stride design practices take into account students’ needs, preferences, and abilities to

interact with Stride curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

UDL has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within Stride products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy thereby making on-going school services support more effective.

Web-based content in Stride courses are made accessible to students with disabilities by incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Accessibility for Students with Limited English Proficiency

Stride's schools and program will increase English proficiency and academic achievement of English Language Learner (ELL) students by providing high-quality language instructional programs that are evidence based. This is accomplished by employing appropriately licensed ESOL or bilingual teachers, as defined by federal and state law and regulations, as well as the League of Latin American Citizens, *et. al.*, versus Florida Department of Education Consent Decree, for the ELL identified students. The ESOL teacher can provide support to the students within the School or program by:

- relating background information and experiences to the students to better grasp a concept
- scaffolding instruction to aid the students in comprehension
- assist with communication with the parent, in their native language
- adjusting speech or content; and
- providing Project Based Learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

Required language proficiency assessment will be administered to all active ELL students to, if required, identify and monitor individual student language growth and overall program effectiveness with measurable outcomes. Exit criteria for ELL students and monitoring of students after ELL program exit will be consistent with state and federal requirements.

Professional development is available and will be provided to all school staff on the following: knowledge and use of effective pedagogy in instructing English Language Learners; methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible; and UDL.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Currently, based on the NCAA non-traditional program requirements, course eligibility is dependent upon instructional delivery and student-teacher interaction. Stride courses are currently under NCAA review and have not been approved by the NCAA. Additional information can be found at: <https://www.ncaa.org/student-athletes/future/nontraditional-courses> .

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.**

Eighteen documents have been provided that collectively address the requested policies and procedures for cyber charter schools (Florida Cyber Charter Academy (FLCCA)), district sponsored online schools (Digital Academy of Florida (DAOF)), and district virtual instruction programs to which K12 Florida LLC provides instructional services. Stride follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found by linking to each program via <https://www.k12.com/florida-online-schools.html> then clicking on “Tuition-Free Online Public Schools” then clicking on "Show All”.

Policies and procedures related to the following topics for cyber charter schools that Stride 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 Stride’s website (www.k12.com) which will take visitors to the Virtual Instruction Provider Information and the following documents and others:

- Academic Integrity Policies and Parental Supervision
- Anti-Discrimination Policy
- Attendance, Participation, and Performance Policy
- FLCCA Parent/Student Handbook
- FLCCA Enrollment Packet
- District Virtual Instruction Program Sample Enrollment Packet
- Florida Learning Coach Success Guide
- DAOF Parent/Student Handbook
- DAOF Enrollment Form
- Disclosure Requirements
- Nonsectarian Policy
- Parent and Student Contact Information Requirements
- State Testing Policies and Procedures
- Student Admission and Enrollment Eligibility and Requirements
- Teacher and Parent Responsibilities and Teacher-Student and Teacher-Parent Interactions
- FLCCA, DAOF, and District Virtual Instruction Program Teacher and Administrative Staff

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, district sponsored online schools, and cyber charter schools served by Stride in SY2021-2022 are found on the disclosure website www.k12.com.

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and/or after school hours and may set appointments to meet with parents and/or students outside of the traditional day when necessary. Teachers are expected to respond to communications within one business day 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 Florida LLC (“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 850, and K-3 part time (.5) electives is 425.

An average teacher load for elementary grades 4-5 full-time core courses is 65; grades 4-5 part-time core courses (0.5 teacher) is 35; average teacher load for 4-5 full time electives is 850, and 4-5 part time (.5) electives is 425.

An average teacher load for grades 6-8 full-time core courses is 210; grades 6-8 part-time core courses (0.5 teacher) is 105; average grades 6-8 full time electives load is 675, and grades 6-8 part time (.5) electives is 340.

An average teacher load for grades 9-12 full-time core courses is 210; grades 9-12 part-time core courses (0.5 teacher) is 105; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

In addition to synchronous sessions, teachers often work with students in a 1:1 ratio or in small group settings to review course content, provide individualized feedback or deliver instructional support. Other interactions or class meetings can be up to 1:200 if the full class is invited to a synchronous session or assembly. The student teacher ratio is fluid based on the nature of the student-teacher interaction. The student-teacher ratio numbers are the average ratios among the cyber charter schools and all district virtual programs. Actual program ratios may be above or below the aggregated average.

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.

Subgroup Completion and Promotion in District Virtual Instruction Programs

District virtual instruction programs served by Stride had a completion rate of 93.68% for the 2018-19 school year, 96.53% for the 2019-20 school year, and 96.91% for the 2020-21 school year.

Percent of Subgroup Completions and Promotions by School Year			
	District Virtual Instruction Programs		
	% of Completions/ Promotions in SY18-19	% of Completions/ Promotions in SY19-20	% of Completions/ Promotions in SY20-21
English Language Learner	100.00%	100.00%	100.00%
Free & Reduced Lunch Eligible ¹	84.42%	96.25%	92.64%
Special Education	98.20%	90.00%	94.48%
504 Plan	90.90%	100.00%	95.12%
Gifted or Talented	100.00%	100.00%	100.00%

Subgroup Completion and Promotion in Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

Percent of Subgroup Completions and Promotions by School Year						
	FLCCA			DAOF		
	% of Completions/ Promotions			% of Completions/ Promotions		
	SY18-19	SY19-20	SY20-21	SY18-19	SY19-20	SY20-21
English Language Learner	90.81%	93.24%	96.99%	NA	64.64%	88.52%
Free & Reduced Lunch Eligible ¹	90.31%	89.30%	94.43%	NA	64.91%	88.70%
Special Education	89.97%	87.79%	95.30%	NA	63.64%	84.51%
504 Plan	92.19%	89.61%	97.46%	NA	76.63%	91.29%
Gifted or Talented	98.28%	90.24%	99.34%	NA	86.05%	95.18%

¹ Where any of the following phrases are used throughout this document, the subsequent information contained in this footnote is to be considered applicable: “Free & Reduced Lunch Eligible”; “Free/Reduced Lunch Students”; “Economically Disadvantaged”; and “economically disadvantaged students.” Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.

Completions and Promotions for Ethnic Subgroups for District Virtual Instruction Programs

Even with the vast growth in SY20-21, District Virtual Instruction Program saw a greatly increased completion/promotion rate of 96.91% over that of the average 93.68% completion/ promotion rate for all students in SY18-19.

School Year 2018-2019 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	112	121	92.56%
American Indian or Alaska	*	*	*
Asian	36	36	100.00%
Hispanic	224	231	96.97%
Multi-racial	40	42	95.24%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	457	498	91.77%
Grand Total	874	933	93.68%

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 2019-2020 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	67	69	97.10%
American Indian or Alaska Native	*	*	*
Asian	20	20	100.00%
Hispanic	81	83	97.59%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	257	267	96.25%
Undefined	250	256	97.66%
Grand Total	675	695	96.53%

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 2020-2021 District VIP Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	259	275	94.18%
American Indian or Alaska Native	*	*	*
Asian	52	52	100.00%
Hispanic	617	622	99.20%
Multi-racial	137	140	97.86%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	879	917	95.86%
Grand Total	1944	2006	96.91%

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. Data for groups less than 10 are displayed with an asterisk ().

Completions and Promotions for Ethnic Subgroups for Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)

FLCCA did not shut down during the pandemic so there is data available for SY19-20. FLCCA did not grow as much as District Virtual Instruction Programs or DAOF as many authorizers impose caps on these charter schools. In SY18-19 91.22% of FLCCA students completed and were promoted; in SY19-20 90.62% of FLCCA students completed and were promoted; and in SY20-21 95.98% of FLCCA students completed and were promoted.

School Year 2018-2019 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	391	437	89.48%
American Indian or Alaska	**	**	**
Asian	26	27	95.15%
Hispanic	264	291	90.80%
Multi-racial	249	275	90.51%
Native Hawaiian or Other Pacific Islander	12	12	98.90%
White or Caucasian	793	860	92.23%
Grand Total	1,735	1,902	91.22%

**No students

School Year 2019-2020 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	423	482	87.78%
American Indian or Alaska	14	14	97.48%
Asian	35	37	94.01%
Hispanic	325	351	92.71%
Multi-racial	160	174	91.78%
Native Hawaiian or Other Pacific Islander	15	16	94.93%
White or Caucasian	812	894	90.78%
Grand Total	1,783	1,968	90.62%

School Year 2020-2021 Completions and Promotions for Ethnic Subgroups at FLCCA			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	390	409	95.31%
American Indian or Alaska	**	**	**
Asian	30	30	98.62%
Hispanic	351	359	97.68%
Multi-racial	469	499	93.89%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	665	686	96.89%
Grand Total	1903	1,983	95.98%

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

DAOF opened during the 2019-2020 school year, so data is only available for two years. In SY20-21 DAOF saw rapid growth and 89.76% of its students completed or were promoted.

School Year 2019-2020 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	415	593	70.04%
American Indian or Alaska	13	23	58.26%
Asian	23	29	77.75%
Hispanic	325	478	67.92%
Multi-racial	**	**	**
Native Hawaiian or Other Pacific Islander	12	14	83.00%
White or Caucasian	904	1,349	67.00%
Grand Total	1691	2,486	68.04%

**No students

School Year 2020-2021 Completions and Promotions for Ethnic Subgroups at DAOF			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	1,341	1,502	89.26%
American Indian or Alaska	34	42	80.92%
Asian	107	112	95.34%
Hispanic	1,292	1,424	90.71%
Multi-racial	227	252	90.23%
Native Hawaiian or Other Pacific Islander	25	28	89.89%
White or Caucasian	2,380	2,662	89.40%
Grand Total	5,406	6,022	89.76%

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.*

Due to the Covid 19 pandemic, no state assessment outcomes were published for the 2019-2020 school year. For the purposes of this section, grade-level and subgroup performance will be compared between 2018-2019 and 2020-2021 school years.

District Virtual Instruction Programs Performance on State Assessments in English Language Arts and Mathematics for 2018-19 and 2020-2021 compared to overall state results.

Results from both testing cycles for English Language Arts indicate that the District Virtual Instruction Programs outperformed state results. Furthermore, given the major educational transition during school year 2019-2020, District Virtual Instruction programs state test results remained mostly consistent over the two years.

ENGLISH LANGUAGE ARTS						
	2018 -2019			2020-2021		
Grade Level	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	73.53%	57.60%	+15.93	73.91%	54.40%	+19.51
4th Grade	68.49%	58.40%	+10.90	67.23%	52.10%	+15.13
5th Grade	70.73%	56.20%	+14.53	64.09%	53.90%	+10.19
6th Grade	64.06%	54.40%	+9.66	74.19%	52.20%	+21.99
7th Grade	68.18%	52.30%	+15.88	72.09%	47.90%	+24.19
8th Grade	77.94%	56.30%	+21.64	75.32%	52.40%	+22.92
9th Grade	66.67%	54.80%	+11.87	56.67%	49.60%	+7.07
10th Grade	74.51%	52.50%	+22.01	60.00%	50.90%	+9.10

Mathematics proficiency levels were above or below state proficiency levels depending on the grade level. With the growth of online schooling and major learning loss and transition due to the COVID pandemic, both the District Virtual Instruction programs and the state saw some learning loss in Mathematics between SY18-19 and SY20-21. The gap between 5th grade students in District Virtual Instruction programs as compared with the state narrowed from 17.5% to 5.34% and 6th grade students outperformed the state by close to 10%.

Mathematics						
	2018 -2019			2020-2021		
Grade Level	K12 FL LLC District VIP	State Results	Difference Between District VIP and State	K12 FL LLC District VIP	State Results	Difference Between District VIP and State
	% Proficient	% Proficient	Difference in percentage points	% Proficient	% Proficient	Difference in percentage points
3rd Grade	53.09%	62.00%	-8.91	49.30%	54.00%	-4.70
4th Grade	58.44%	64.00%	-5.56	46.67%	52.00%	-5.33
5th Grade	42.50%	60.00%	-17.50	48.66%	54.00%	-5.34
6th Grade	55.38%	55.00%	+0.38	61.70%	52.00%	+9.70
7th Grade	68.57%	54.00%	+14.57	55.60%	48.00%	+7.60
8th Grade	65.22%	46.00%	+19.22	54.00%	52.00%	+2.00
Algebra 1	59.46%	62.00%	-2.54	48.35%	49.00%	-0.65
Geometry	58.82%	57.00%	+1.82	46.58%	45.00%	+1.58%

District Virtual Instruction Program Demographics and Proficiency Results

As demonstrated in the chart below, enrollment in the District Virtual Instruction Programs more than doubled between SY18-19 and SY20-21. In SY20-21, the District Virtual Instruction Programs served three times as many students with disabilities, twice the number of African American students, almost three times as many Hispanic students, and more than three times the number of multi-racial students. Between SY18-19 and SY20-21, the District Virtual Instruction Programs saw a stable rate of proficiency and above for ELA in all students and an increase in proficiency for white/Caucasian and Hispanic, but did see a drop in proficiency in students with disabilities, African American students and multi-racial students.

ENGLISH LANGUAGE ARTS PERCENT PROFICIENT BY DEMOGRAPHICS – ALL GRADES				
Demographics	2018-2019	# of Students	2020-2021	# of Students
All Students	69.57%	933	67.96%	2010
Economically Disadvantaged	67.98%	301	66.67%	236
Students with Disabilities	56.52%	71	46.81%	196
English Learners	*	*	*	*
White/Caucasian	66.86%	498	72.03%	917
African American	65.79%	121	46.72%	275
Hispanic	69.01%	231	72.04%	622
Asian	81.82%	36	75.00%	52
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	92.31%	42	67.92%	140

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 ().

The Mathematics proficiency scores for the District Virtual Instruction Programs stayed reasonably stable between SY18-19 and SY20-21. We saw slight growth in the categories of all students, and an 18% increase in proficiency for students designated as economically disadvantaged. During this time span, the largest demographic shifts were among students with disabilities, African American students, Hispanic students, and multi-racial students. The District Virtual Instruction Programs saw a positive shift in Mathematic proficiency scores for students with disabilities, a flat proficiency rating for multi-racial students, and a drop in proficiency scores for Hispanic and African American students.

MATHEMATICS PERCENT PROFICIENT BY DEMOGRAPHICS – ALL GRADES				
Demographics	2018-2019	# of Students	2020-2021	# of Students
All Students	50.22%	933	51.09%	2010
Economically Disadvantaged	48.44%	301	66.53%	236
Students with Disabilities	31.58%	71	35.37%	196
English Learners	*	*	*	*
White/Caucasian	47.24%	498	57.56%	917
African American	53.33%	121	32.73%	275
Hispanic	55.56%	231	51.21%	622
Asian	62.50%	36	68.42%	52
American Indian/Alaskan Native	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*
Students of Multiple Races/Multiracial	44.00%	42	44.00%	140

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 ().

**Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF)
Performance on State Assessments for 2018-2019 and 2020-2021**

Grade level and Subgroup Performance in English Language Arts

From 2018-19 to 2020-21, student assessment performance in the state of Florida decreased in English in all grade levels from -1.6% to -6.3%. FLCCA@Duval improved in 4 grade levels and FLCCA@Osceola improved in 1 grade level. Due to n-size calculations, FLCCA@Clay was not able to compare many grade levels.

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- State			
Grade Level	2019 FSA ELA % Proficient- State	2021 FSA ELA % Proficient- State	% Change
3rd Grade	57.60%	54.40%	-3.20%
4th Grade	58.40%	52.10%	-6.30%
5th Grade	56.20%	53.90%	-2.30%
6th Grade	54.40%	52.20%	-2.20%
7th Grade	52.30%	47.90%	-4.40%
8th Grade	56.30%	52.40%	-3.90%
9th Grade	54.80%	49.60%	-5.20%
10th Grade	52.50%	50.90%	-1.60%
Total	55.40%	51.70%	-3.70%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Clay			
Grade Level	2019 FSA ELA % Proficient- FLCCA@Clay	2021 FSA ELA % Proficient- FLCCA@Clay	% Change
3rd Grade	*	*	*
4th Grade	*	*	*
5th Grade	*	*	*
6th Grade	*	*	*
7th Grade	*	*	*
8th Grade	*	*	*
9th Grade	54.50%	*	*
10th Grade	38.50%	35.70%	-2.80%
Total	51.00%	52.00%	+1.00%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Duval			
Grade Level	2019 FSA ELA % Proficient-FLCCA@Duval	2021 FSA ELA % Proficient-FLCCA@Duval	% Change
3 rd Grade	37.20%	40.00%	2.80%
4 th Grade	40.40%	43.20%	2.80%
5 th Grade	43.60%	43.50%	-.10%
6 th Grade	34.70%	47.40%	12.70%
7 th Grade	40.80%	36.60%	-4.20%
8 th Grade	50.60%	43.50%	-7.10%
9 th Grade	40.00%	34.30%	-5.70%
10 th Grade	42.20%	42.40%	.20%
Total	43.00%	42.00%	-1.00%

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- FLCCA@Osceola			
Grade Level	2019 FSA ELA % Proficient-FLCCA@Osceola	2021 FSA ELA % Proficient-FLCCA@Osceola	% Change
3 rd Grade	50.00%	49.30%	-.70%
4 th Grade	29.40%	42.40%	13.00%
5 th Grade	41.80%	37.80%	-4.00%
6 th Grade	39.00%	34.40%	-4.60%
7 th Grade	41.00%	39.30%	-1.70%
8 th Grade	40.00%	36.70%	-3.30%
9 th Grade	35.10%	*	*
10 th Grade	44.00%	*	*
Total	42.00%	41.00%	-1.00%

DAOF opened during the 2019-2020 school year, so only 2020-2021 assessment data is available. The school outperformed the state in 6th and 7th grade ELA.

ENGLISH LANGUAGE ARTS 2019 to 2021 Comparison- DAOF			
Grade Level	2019 FSA ELA % Proficient- DAOF	2021 FSA ELA % Proficient- DAOF	% Change
3rd Grade	NA	49.9%	NA
4th Grade	NA	51.2%	NA
5th Grade	NA	50.0%	NA
6th Grade	NA	54.4%	NA
7th Grade	NA	48.5%	NA
8th Grade	NA	46.5%	NA
9th Grade	NA	43.7%	NA
10th Grade	NA	42.4%	NA
Total	NA	48.6%	NA

Grade level and Subgroup Performance in Mathematics

From 2018-19 to 2020-21, students in the state of Florida decreased in proficiency in Math in all grade levels from -8.8% to -13.4%. FLCCA@Duval students improved in 3 grade levels and FLCCA@Osceola students improved in 2 grade levels. Due to n-size calculations, FLCCA@Clay was not able to compare many grade levels.

MATHEMATICS 2019 to 2021 Comparison- State			
Grade Level	2019 FSA Math % Proficient- State	2021 FSA Math % Proficient- State	% Change
3rd Grade	62.40%	51.40%	-11.00%
4th Grade	63.90%	52.70%	-11.20%
5th Grade	59.70%	50.80%	-8.90%
6th Grade	54.50%	44.50%	-10.00%
7th Grade	54.00%	44.10%	-9.90%
8th Grade	45.90%	37.10%	-8.80%
Total	57.60%	47.50%	-10.10%
Algebra I EOC	60.00%	46.60%	-13.40%
Geometry EOC	56.80%	45.70%	-11.10%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Clay			
Grade Level	2019 FSA Math % Proficient- FLCCA@Clay	2021 FSA Math % Proficient- FLCCA@Clay	% Change
3rd Grade	*	*	*
4th Grade	*	*	*
5th Grade	*	*	*
6th Grade	*	*	*
7th Grade	*	*	*
8th Grade	*	*	*
Total	*	*	*
Algebra I EOC	*	*	*
Geometry EOC	24.00%	33.00%	+9.00%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Duval			
Grade Level	2019 FSA Math % Proficient- FLCCA@Duval	2021 FSA Math % Proficient- FLCCA@Duval	% Change
3rd Grade	11.60%	21.70%	10.10%
4th Grade	26.90%	13.20%	-13.70%
5th Grade	22.20%	9.10%	-13.10%
6th Grade	14.70%	17.50%	2.80%
7th Grade	39.60%	22.60%	-17.00%
8th Grade	20.00%	30.90%	10.90%
Algebra I EOC	31.00%	26.30%	-4.70%
Geometry EOC	30.80%	24.50%	-6.30%
Total	27.00%	24.00%	-3.00%

MATHEMATICS			
2019 to 2021 Comparison- FLCCA@Osceola			
Grade Level	2019 FSA Math % Proficient- FLCCA@Osceola	2021 FSA Math % Proficient- FLCCA@Osceola	% Change
3rd Grade	27.10%	16.70%	-10.40%
4th Grade	13.70%	28.80%	15.10%
5th Grade	13.80%	20.50%	6.70%
6th Grade	28.20%	19.50%	-8.70%
7th Grade	32.30%	26.60%	-5.60%
8th Grade	15.60%	23.30%	7.70%
Algebra I EOC	32.80%	29.40%	-3.40%
Geometry EOC	30.40%	24.00%	-6.40%
Total	24.00%	23.00%	-1.00%

DAOF opened during the 2019-2020 school year, so only 2020-2021 assessment data is available.

MATHEMATICS			
2019 to 2021 Comparison- DAOF			
Grade Level	2019 FSA Math % Proficient- DAOF	2021 FSA Math % Proficient- DAOF	% Change
3rd Grade	NA	28.7%	NA
4th Grade	NA	32.0%	NA
5th Grade	NA	34.0%	NA
6th Grade	NA	33.0%	NA
7th Grade	NA	41.0%	NA
8th Grade	NA	36.4%	NA
Total	NA	32.8%	NA
Algebra I EOC	NA	26.2%	NA
Geometry EOC	NA	31.8%	NA

ENGLISH LANGUAGE ARTS: % PROFICIENT								
	FLCCA @Clay 2018-19	FLCCA @Clay 2020-21	FLCCA @Duval 2018-19	FLCCA @Duval 2020-21	FLCCA @ Osceola 2018-19	FLCCA @ Osceola 2020-21	DAOF 2018-19	DAOF 2020-21
All Students	51.6%	48.9%	41.4%	40.4%	40.0%	39.8%	NA	48.6%
Economically	56.3%	*	49.1%	50.0%	35.9%	33.4%	NA	44.4%
Students with Disabilities	*	*	19.2%	17.1%	10.9%	11.3%	NA	13.9%
English Learners	*	*	*	*	*	*	NA	10.3%
White/Caucasian	51.2%	50.0%	41.9%	38.4%	39.5%	45.3%	NA	41.4%
African American	46.2%	40.0%	35.7%	33.9%	34.4%	33.0%	NA	31.6%
Hispanic	*	*	45.1%	47.6%	39.9%	38.3%	NA	42.3%
Asian	*	*	*	58.3%	*	*	NA	60.0%
American Indian/Alaskan	*	*	*	*	*	*	NA	NA
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	NA
Students of Multiple Races/Multiracial	*	*	43.5%	45.8%	53.3%	43.5%	NA	45.8%

* 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 (*).

NA: Data that is “NA” is due to subgroups with small student counts. DAOF opened during the 2019-2020 school year, so no comparison data is available.

From 2018-2019 to 2020-21 in Mathematics, the percentage of students in the proficient category improved in the subgroups of:

- All Students at FLCCA@Clay- 10.5%; FLCCA@Osceola- 1.8%
- Economically Disadvantaged at FLCCA@Duval- 0.4%; FLCCA@Osceola- 0.3%
- Students with Disabilities at FLCCA@Duval- 2.9%; FLCCA@Osceola- 3.8%
- White/Caucasian at FLCCA@Osceola- 6.3%
- Hispanic at FLCCA@Duval- 14.6%; FLCCA@Osceola- 1.1%
- Student of Multiple Races at FLCCA@Osceola- 7.8%

MATHEMATICS: % PROFICIENT								
	FLCCA @Clay 2018-19	FLCCA @Clay 2020-21	FLCCA @Duval 2018-19	FLCCA @Duval 2020-21	FLCCA @ Osceola 2018-19	FLCCA @ Osceola 2020-21	DAOF 2018- 19	DAOF 2020- 21
All Students	28.6%	39.1%	24.2%	20.6%	20.8%	22.6%	NA	32.8
Economically	*	*	16.9%	17.3%	17.9%	18.2%	NA	20.5
Students with Disabilities	*	*	11.4%	14.3%	0%	3.8%	NA	9.0%
English Learners	*	*	*	*	*	*	NA	2.7%
White/Caucasian	*	*	26.7%	22.0%	21.5%	27.8%	NA	29.6
African American	*	*	16.5%	10.0%	14.0%	9.2%	NA	15.7
Hispanic	*	*	23.9%	38.5%	22.2%	23.3%	NA	23.9
Asian	*	*	*	*	*	*	NA	42.9
American Indian/Alaskan	*	*	*	*	*	*	NA	NA
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	NA	NA
Students of Multiple Races/Multiracial	*	*	23.5%	21.4%	30.3%	38.1%	NA	29.9 %

* 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 (*).

NA: Data that is “NA” is due to subgroups with small student counts. DAOF opened during the 2019-2020 school year, so no comparison data is available.

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Science proficiency by grade and compared by year.

From 2018-19 to 2020-21, FLCCA@Clay and FLCCA@Duval increased their Biology EOC proficiency percentage by 7.6%. FLCCA@Duval increased its 8th grade Science proficiency by 6.8%, FLCCA@Osceola increased its 5th grade Science proficiency by 10.80%. DAOF opened during the 2019-2020 school year, so no comparison data is available.

Science 2019 to 2021 Comparison				
	Grade Level	2019 FSA Science % Proficient	2021 FSA Science % Proficient	% Change
FLCCA@Clay	5th Grade	*	9.10%	*
	8th Grade	*	*	*
	Biology EOC	33.30%	40.90%	7.60%
FLCCA@Duval	5th Grade	26.40%	17.40%	-9.00%
	8th Grade	25.30%	32.10%	6.80%
	Biology EOC	46.70%	50.90%	4.20%
FLCCA@Osceola	5th Grade	25.30%	36.10%	10.80%
	8th Grade	34.90%	22.90%	-1.00%
	Biology EOC	60.00%	45.50%	-14.50%
DAOF	5th Grade	NA	33.30%	NA
	8th Grade	NA	35.60%	NA
	Biology EOC	NA	52.7%	NA

Florida Cyber Charter Academy (FLCCA) and Digital Academy of Florida (DAOF) Social Studies proficiency by grade and compared by year

From 2018-19 to 2020-21, FLCCA@Osceola increased its Civics EOC proficiency percentage by 1.10%. DAOF opened during the 2019-2020 school year, so no comparison data is available.

Social Studies 2019 to 2021 Comparison				
	Grade Level	2019 FSA SS % Proficient	2021 FSA SS % Proficient	% Change
FLCCA@Clay	Civics EOC	*	*	*
	US History EOC	63.60%	57.90%	-5.70%
FLCCA@Duval	Civics EOC	47.80%	40.00%	-7.80%
	US History EOC	60.60%	57.10%	-3.50%
FLCCA@Osceola	Civics EOC	43.90%	45.00%	1.10%
	US History EOC	50.80%	47.10%	-3.70%
DAOF	Civics EOC	NA	50.00%	NA
	US History EOC	NA	45.60%	NA

* 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 (*).

NA: Data that is “NA” is due to subgroups with small student counts. DAOF opened during the 2019-2020 school year, so no comparison data is available.

SCHOOL GRADES

K12 Florida LLC has continued to qualify as a Virtual Instruction Provider since the last application cycle in 2018. In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, 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 Stride teacher evaluations is based on student performance.

DROPOUT AND GRADUATION RATES

All three schools have seen increases in graduation rates while dropout rates have stayed relatively low. Please note that FLCCA@Clay’s 2020 graduation rate of 94.10% is higher than the state of Florida’s average of 90%. DAOF opened during the 2019-2020 school year, and the first graduating class will be this Spring 2022 and their first graduation rate will not count until next school year 2023.

Graduation & Drop Out Rate 2018 to 2020 Comparison				
		2018 Rate	2019 Rate	2020 Rate
FLCCA@Clay	Graduation Rate	No Grad Rate	No Grad Rate	94.10%
	Dropout Rate	No Grad Rate	No Grad Rate	5.90%
FLCCA@Duval	Graduation Rate	25.00%	68.90%	78.30%
	Dropout Rate	35.00%	2.20%	6.70%
FLCCA@Osceola	Graduation Rate	75%	67.30%	84.20%
	Dropout Rate	3.60%	9.10%	4.00%
DAOF	Graduation Rate	NA	NA	NA
	Dropout Rate	NA	NA	NA
District Virtual Instruction Programs	Graduation Rate	100%	88%	97.00%
	Dropout Rate	2.0%	1.4%	0.0%

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