



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 2022-2023, Stride supported over 178,000 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 in developing and acquiring 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”, currently includes public and private K-12 options, Stride Learning Solutions for districts, World Languages, Stride Skills Arcade, and Career Readiness Education (CRE) curriculum. The Stride curriculum also includes an array of Advanced Placement (AP) courses 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.

The list of Advanced Placement courses that have been officially approved through the College Board’s AP audit process are listed in the High School Curriculum section below.

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 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 aligning to the Florida standards (including the B.E.S.T. Standards and Next Generation Sunshine State Standards) and the National Standards for Quality Online Courses, courses within the Stride curriculum both align to and support the Next Generation Science Standards. 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*: Maximizes the learner’s ability to process information without being overwhelmed by visuals
- *Photographs/Illustrations*: Help represent, organize, and interpret the content
- *Interactive Activities*: Are 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 Items (TEI)*: Offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: Are 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.

Curriculum Overview

Stride’s 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. 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.

Elementary School Curriculum

Families with students enrolled in grades K-5 begin the school year with the “Introduction to Online Learning” course. This introductory course provides an overview of each curriculum area so students and Learning Coaches (usually guardians or parents, but could be any caring adult who will support the student in their learning process) can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help
- course organization of lessons, including assessments
- resources such as a digital library (e.g., Big Universe); and
- strategies to get organized and be a successful student in online courses.

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

Elementary students take English language arts, math, science, social studies, art, music, fitness and health, and world languages. With hundreds of engaging lessons in each subject, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas,

meet state standards, and complete more advanced coursework. The curriculum includes formative and grade-specific assessments built in at regular intervals appropriate to each course and subject.

English Language Arts (ELA): Younger elementary students learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities. Students in grades K-2 have grade specific collections about fairy tales, folktales, rhymes, poems, and fables. Older elementary students continually sharpen their fluency—the ability to read on grade level with accuracy, automaticity, rate, and intonation—so that they can focus on comprehension as opposed to laboriously decoding text. Upper elementary students also develop literary analysis and comprehension skills by reading novels and nonfiction works. Students in grades 3-5 have their own grade specific collections of fiction and nonfiction texts, called Expeditions in Reading.

Stride’s grades K-5 ELA courses help students develop reading and writing skills, while also inspiring a love of literature. The program features fiction and non-fiction works from a diverse range of cultures and traditions, and authentic reading experiences via physical trade books and a digital library with over 14,000 texts from more than 40 publishers. Stride’s ELA curriculum supports students’ development of analytical and critical thinking skills through engaging text-dependent questions and tasks—including inferential reading comprehension questions. Students in grades 2-5 further develop their comprehension and critical thinking skills through Choice Reading Projects where they read a work or works of their choice and complete a related project. Through the use of exemplars and short, targeted writing assignments, students practice vocabulary and learn the skills required for different forms of writing.

Big Universe, a digital library offering thousands of leveled ebooks, a reading fluency tool, analytics to demonstrate reading growth, and engaging reading opportunities, is embedded directly in English language arts grades 1-5 courses.

Math: Stride’s grades K-5 mathematics program is designed to establish mathematical fluency while also deepening the ability to reason mathematically (conceptual math). Stride’s suite of mathematics 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 mathematics 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 mathematics provides a thorough mathematical grounding and foundation for middle school.

Science: Science K-5 courses are designed to be engaging through explicit instruction, integrated e-books, vocabulary terms, and both directed and exploratory laboratory experiences. The program brings all four domains of science (physical, life, earth, and space) alive, nurturing curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. The lessons address interdisciplinary core ideas, make connections to the cross-cutting concepts, and provide opportunities for students to engage in science and engineering practices.

Social Studies: 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. Grades 2-4 focus 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.

The courses draw from the diversity of human experience to develop civic competencies in students. Students analyze and interpret significant events, patterns, and themes in their community's history, the United States, and the world. Students read about diverse peoples and locations to appreciate and compare cultures. They gain age-appropriate, foundational knowledge of how the United States government functions and the rights and responsibilities of its citizens. As they learn about, reflect on, and, in later grades, research American history, students make connections between the past and the present. They develop an understanding of economic and geographic concepts, strengthening their grasp of their individual role in the local, national, and international story.

Art: Grade K-5 art courses offer lessons in which students create art, present their work, respond to art, and formulate connections between art and their lives. The courses expose students to an assortment of art and artists from different times, places, and cultures. Students use a variety of techniques, processes, and materials to create art.

Music: Stride's grades K-5 music courses allow students to explore and build foundational music skills. These courses, Spotlight on Music, offer 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.

Middle School Curriculum

Students in grades 6-8 begin the school year by attending either "Online Learning: Middle School", which introduces new students to the online learning platform, or "Welcome Back: Middle School" which provides a refresher for returning students. 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 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;
- strategies to get organized and be a successful student in online courses;
- 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 are fully prepared to begin their

lessons in the online school.

Middle school students take English language arts, math, history and social sciences, science, and elective courses. For the 2023-2024 school year, elective courses include Spanish as a world language, Career Explorations, Coding Fundamentals: Intro, Computer Literacy, Game Design, Health, Intermediate American Art, Intermediate World Art, Introduction to the Internet, Journalism, Photography, Physical Education, Spotlight on Music, Web Design, and World of Computing. Skills recovery courses are also available for English Language Arts, History/Social Studies, Math, and Science. With hundreds of engaging lessons in each subject across our proprietary curriculum, students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and summative assessments built in at regular intervals appropriate to each course and subject.

English Language Arts: English language arts (ELA) courses are student-centric and designed to support the depth of knowledge required by today's standards and high-stakes testing environments. With rich content, designed to engage and motivate, and enough practice to support mastery—including built-in time for independent practice, and actionable formative data—these ELA courses include the tools and technology that equip students with the skills they need to be successful throughout their academic careers.

Throughout these courses, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages.

Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Analyzing and practicing the form and structure of various writing genres enhances students' communication skills. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Setting goals, implementing reading strategies, self-monitoring progress, and reflecting on successes and challenges help students become metacognitive learners. These courses include discussion activities that engage students in the curriculum while creating a sense of community.

Mathematics: In Stride's grade 6 mathematics course, students deepen their understanding of multiplication and division of fractions to include dividing fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole-number multiplication and division. This foundation prepares them for work with proportional relationships in grade 7. Students also make connections among area, volume, and surface area, and continue to prepare for deep algebraic understanding by interpreting and using expressions and equations.

In Stride's grade 7 mathematics course, students focus on real-world scenarios and mathematical problems involving algebraic expressions and linear equations. They also begin to apply their understanding of rational numbers with increased complexity. The course lays the foundation for

exploring concepts of angle, similarity, and congruence as students work with scale drawings and construct and analyze relationships among geometric figures. Students also develop and apply understandings of proportional relationships.

Stride's grade 8 mathematics course prepares students for more advanced study in algebra as students solve linear equations and systems of equations, work with radicals and integer exponents, gain conceptual understanding of functions, and use functions to model quantitative relationships. To prepare students for more advanced study in geometry, the course emphasizes the Pythagorean theorem and a deepening exploration of similarity and congruence.

Science: In grades 6-8 Earth Science, students explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; earth's minerals and rocks; earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. In grades 6-8 Life Science, students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, species, adaptation, heredity, genetics, and the history of life on earth. In grades 6-8 Physical Science, among other subjects, students study the structure of atoms; the elements and the periodic table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electric, and magnetism. Students' coursework provides opportunities for students to engage in science and engineering practices through laboratory experiments and engineering design challenges. With rich content, designed to engage and motivate, and practice to support mastery, these science courses include the tools and technology that students need to succeed.

History: Throughout these courses, grades 6-8 students sharpen their historical and critical analysis skills as they read primary sources and study historical accounts from a variety of perspectives. By analyzing current events, students reflect on changes and continuities within and between time periods and see how the historical events of yesterday impact the present day. Students examine relevant issues such as trade, globalization, the environment, conflict, and other topics that influence the world today and develop citizenship skills that will enable them to participate in their government and communities throughout their lives. By studying the physical and cultural traits that make regions unique, as well as studying their commonalities, and how geography has influenced American history, students expand their knowledge of the world around them. Students also learn and apply research skills as they undertake research projects, practice document and art analysis, and look at how historians draw conclusions about the past.

Art: Stride's grades 6-8 art courses—including American Art and World Art—provide opportunities for students to investigate art and architecture from different cultures and eras, and create realistic and abstract works inspired by works they learn about, using many materials and techniques.

Music: Students become musicians as they explore and build foundational music skills with Spotlight on Music. This course encourages students to discover their musical potential through diverse learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings with famous past and present artists, an iSong player that allows students to customize key signatures, tempo, and lyrical highlighting, playing the recorder, and optional guitar lessons. The course is organized into nine units. Students study the musical elements of duration, pitch, design, tone color, expressive qualities and cultural context. Students are introduced to music from all over the world as

they explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background, and learn to actively read and write music.

Elementary and Middle School Career and College Prep Curriculum

The Career and College Prep program in the Elementary school setting is focused on Career Awareness. A primary tool utilized to facilitate Career Awareness is Big Universe. Big Universe is a literacy library available to students and accessible to them via their Online Learning School (OLS) account that allows parents and teachers to ensure students have access to appropriately leveled reading materials. These reading materials, under the direction of the teacher and/or Learning Coach can be used to access career related content, facilitating student awareness of career opportunities that can be intentionally aligned to industry gaps, areas of industry growth in Florida and/or the region where the student resides.

The goal of the middle school CCP program is to create an experience that allows students to explore a number of careers and industry sectors, while understanding personal strengths and interest and potential intersection of these personal attributes and the workforce. By engaging students early and often, they will have the opportunity to create a vision for their high school years and beyond. Students engage in robust career and college exploration using quality tools such as Pathful Connect, as well as through exploratory activities like career fairs. Exploration, in addition to CCP coursework and conversations with their counselor, aides the student in planning for high school. The student's pathway is chosen and documented by 8th grade.

Career Awareness

During the Career Awareness phase, students are exposed to a wide variety of career clusters as a foundation for future learning. Students will take part in awareness coursework, including introduction to career clusters, through Project Based Learning (PBL), and professional skills development. All these elements will begin to develop culture and community around discussion, collaboration, and reflection, preparing students for the high school CCP experience.

Career Exploration

The Career Exploration phase of the middle school CCP program allows students to focus their experience by selecting a CCP exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. During Career Exploration, students work with counselors, teachers, and administrators to become more active in their planning towards high school graduation and professional skills development. Students will take part in exploration coursework, which will include a deeper focus around career clusters of interest, professional skills, and through PBL. This coursework will set the stage for students to plan which pathway(s) and certification(s) they want to pursue in high school. Virtual work-based learning will be facilitated by appropriate virtual work-based learning opportunities, all focused on the student's chosen career cluster. In the second semester of grade 8, students (ages 13+) will be introduced to Tallo, a closed network platform (not a social media site) that allows students to showcase their unique skills and abilities while connecting to opportunities such as post-secondary education, internships, jobs and scholarships. All posts are monitored by Tallo staff to ensure relevancy and appropriateness.

Middle school CCP students are able to earn certifications through their CTE coursework. Middle school certifications validate fundamental technical and durable skills learned while preparing students for future success in earning industry certifications by increasing confidence and awareness of test structure.

Career and Technical Student Organizations (CTSOs), which were traditionally offered in high school, are available to middle school CCP students. This allows students to have ongoing engagement opportunities with their peers, apply learned technical skills, and to cultivate and demonstrate leadership and other durable skills.

High School Curriculum

The “Online Learning: High School” course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. 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 practice activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice. Other high school orientation courses offered include High School and Welcome to Online Career Learning.

Whether targeting employment, enlistment, or post-secondary educational options such as community college, four-year university or trade school, 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.

Stride continuously invests and develops techniques and features in the 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 comprehensive, honors, Advanced Placement®, or rapid credit recovery courses for English, math, science, history/social studies, Spanish, career readiness, and electives. 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 mathematics 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.

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:

In SY2023-2024, K12 Florida LLC is offering the following Advanced Placement courses that were officially approved through the College Board’s AP audit process:

Art History	French Language and Culture
Biology	Human Geography
Calculus AB	Macroeconomics
Chemistry	Microeconomics
Computer Science A	Psychology
Computer Science Principles	Spanish Language and Culture
English Language and Composition	Statistics
English Literature and Composition	United States History
Environmental Science	U.S. Government and Politics
	World History: Modern

Credit Recovery Courses: 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.

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.

Math: Grades 9-12 Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that students understand mathematical concepts and are 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 allow students to interact with a 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. Many courses are available in various levels including Honors and AP.

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 allow students to demonstrate what they have learned in that live session. Teachers use this information to personalize learning feedback to students.

History: Stride grades 9-12 history courses emphasize the narrative of history—a narrative story that includes great historical figures, everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. Courses integrate topics in geography, civics, and economics into the study of history, were designed with state standards and national frameworks for content and skills in mind, and are offered at levels appropriate to students’ needs. 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 and integrated with interactive online lessons that guide students’ reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through discussion boards and a variety of research and skills activities. Economics and U.S. Government courses are also offered to meet graduation requirements.

Science: Stride offers a complete high school curriculum for students in grades 9-12. 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 using real materials to conduct scientific laboratory investigations at home or through 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. Stride’s high school science courses prepare students for college science courses by providing solid, scientifically accurate content, developing laboratory awareness and skills firmly anchoring students in scientific principles.

Electives

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 science, technology, engineering, and mathematics (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, Chinese, Sign Language, Spanish Language and Culture, and French Language and Culture.
- **Science:** Special interests in science can be pursued in Environmental Science, 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, Data Structures in C++, 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**: This series of courses, which includes 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.

High School Career and College Prep Curriculum

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 offers over 400 Career and College Prep courses ranging from career exploration courses to in-depth content in 32 of the Career Pathways™ in ten of the sixteen National Career Clusters™. Stride is continuing to add additional exploration courses and in-depth courses based on 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, 90 utilize a PBL format in which students engage in 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 career scenarios, student collaboration, professional communication skills (including writing and speaking), multifaceted challenges, and cycles of revision and reflection. Each project is thoughtfully designed so that students demonstrate mastery of learning targets and durable skills throughout the project. Each project is built around Stride’s Fundamentals of Online PBL and with input from both PBL and content experts.

CRE courses offered span pathways in the career clusters of Agriculture, Food, and Natural Resources; Arts, A/V, Digital Design, and Communications; Business Management and Administration; Marketing; Education and Training; Law, Public Safety, and Security; Health and Human Services; Hospitality and Tourism; Information Technology; and Manufacturing and the Trades.

An example of a CCP pathway program is the Digital Media/Multimedia Design Pathway. The pathway starts with an exploration of digital media and image editing using Adobe Photoshop and Premier Pro. Students continue with coursework in graphic design using Adobe Illustrator and publishing design with InDesign. Students finish out the pathway in a course used to develop and improve a professional portfolio with designs which can be shared with potential employers and schools. Students in the pathway will take coursework and exam prep to earn certifications in Adobe Photoshop, Premier Pro, Illustrator, InDesign as well as Adobe Professional certificates in Visual and Video design. Students who enroll in their junior or senior years may take advantage of an accelerated program that enables them to earn credentials to be job-ready upon graduation.

Another example of a CCP pathway program is the Business Entrepreneurship Pathway. The pathway starts with exploration of entrepreneurial concepts where students learn about entrepreneurship principals and small business concepts. Students continue with coursework in business management, law, and project management before taking coursework on business ownership where they can develop their own entrepreneurial ideas. Students finish the pathway by completing in depth coursework in accounting and QuickBooks. Through coursework and exam prep students will have the opportunity to earn certifications in Entrepreneurship and Small Business, PMI Project Management Ready, Intuit Design for Delight Innovator, Master Entrepreneurship, and QuickBooks.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

Research-Based Curriculum

Stride has a Curriculum and Product Research team dedicated to reviewing and synthesizing research for course development teams. Both secondary research—cornerstone and cutting-edge research studies on curriculum and online learning completed by experts in their fields—and primary research—research on the efficacy and varying aspects of the curriculum—are conducted in house and by third parties. Stride’s curriculum is regularly updated based on the information gleaned from both primary and secondary research. From the amount of instructional time per subject and frequency and length of brain breaks, to the sequence and coherence of content to types of assessments, all modifications to the curriculum are evidence-based, data-driven, and backed by empirical research proven to be effective in improving learning.

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.

Since 2015, the Stride User Experience team has conducted over 275 studies with an outreach to over 100,000 participants. Their work has improved the overall usability of Stride's platform, enabling students, teachers, and Learning Coaches to move through the system more easily, allowing them to focus on coursework instead of technical issues.

The group continues to pilot-test new laptops with students and learning coaches to improve the online school experience. Recently, the team performed seven separate studies of newly-redesigned learning components to improve aspects of the new interfaces. A recent feedback survey of K-5 learning coaches found the new K-5 Online School (OLS) with Strider the Fox and themes has increased student motivation to do schoolwork.

Stride continuously invests and develops techniques and features in the 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.

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
- 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 has submitted alignments to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA), Mathematics, and Social Studies 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. Courses within the Stride curriculum align to the National Standards for Quality Online Courses. Stride is committed to producing courses that meet or exceed these standards.

Multiple Assessment Tools and Strategies

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.

- 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 is committed to maintaining up-to-date, standards-based, fully aligned courses with enhanced course content, materials, instructions, and assessments. Larger updates are made over the course of each fiscal year (July through June). Leadership from Product Management, Curriculum Production, and Design teams partner to craft a proposed production roadmap whose initiatives are typically in response to some combination of user feedback, internal feedback, market research, primary and secondary curricular research, changes to academic standards, state requirements, requirements stemming from Stride’s various lines of business, and changes to internal platforms and technology. The proposed roadmap is reviewed with executive leadership and iterated upon until the initiatives for the year are confirmed. Larger updates may include, but are not limited to, entirely new course builds, major revisions to the content and/or design of existing courses, developing state-customized courses, rebuilding courses on a new platform, and creating new learning object collections for the Learning Hub—Stride’s content repository that empowers teachers to customize and differentiate courses.

Smaller updates and fixes that do not impact student progress in-year—such as typographical errors and confusing instructions—are made on an ongoing basis. These are often in response to user feedback from teachers, students, and families. Feedback is a crucial part of the course development process and maintenance of the course. Ultimately, all students and teachers benefit from updated courses with proven instructional methods and the latest technology.

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.

Cognia Accreditation

AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, first accredited Stride in 2010 and then renewed its five-year quality assurance accreditation in 2018. In November 2018, AdvancED merged with Measured Progress and became “Cognia.” Cognia is a global nonprofit working in over 80 countries that offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. Cognia renewed the Stride accreditation to 2024.

Cognia conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure all learners realize their full potential. Cognia 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 Cognia
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

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. The Cognia™ School of Distinction program, a program that recognizes PreK–12 education institutions that exemplify excellence in education and service to learners, was awarded to two schools served by Stride, Inc.: Idaho Technical Career Academy in 2021 and the Ohio Virtual Academy in 2022.

Western Association of Schools and Colleges (WASC) Accreditation

As one of six accrediting institutions in the United States, the Western Association of Schools and Colleges' (ACS WASC) mission is to “advance and validate quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning.” WASC recognizes institutions by granting accreditation to schools and programs that meet an acceptable level of quality in accordance with the established criteria. The accreditation process begins with an initial visit that helps the WASC team build their understanding of the school’s purpose, its program, and operations. Schools are granted initial accreditation or candidacy and then have three years to address WASC’s feedback and complete a self-study. The multifaceted self-study process involves, in part, all stakeholders, a self-study visit, an evaluation with respect to the ACS WASC criteria, and a schoolwide action plan. The follow-up process entails an annual assessment of the progress of the action plan and refinement of the plan as needed. In 2023, WASC awarded Stride six-year WASC accreditation as a Supplementary Education Program (SEP) through June 30, 2029.

Graduates of Stride Managed Public Schools

In 2007, Stride managed public schools graduated their first cohort of just 6 students. Including the first graduation cohort, 91,815 students have earned a high school diploma including 13,435 students who graduated in SY2022-2023 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
- 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
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- 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
- National Standards for Quality Online Courses
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

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

Bias is prevented in both content and assessments by rigorous training of content specialists, writers, instructional designers, visual designers, and editors. Stride's curriculum connects U.S. history and contemporary issues in ways that foster respectful, honest, and fact-based dialogue about equity and inclusion. The curriculum features a wide range of diverse viewpoints and perspectives and encourages students to shape their own perspective on related topics. Teachers, students, and families have access to Stride's One Voice Curriculum—which is an inquiry-based curriculum rooted in historical facts and current events that fosters conversations about race and inclusion.

Multiculturalism

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 places that unifying American inheritance, which remains at the core of our curriculum, within a more global context: *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.

To help our students grasp the common American inheritance within its global context, Stride, Inc. has multicultural, pluralistic, and inclusive 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.

Differentiation

Stride's curriculum is designed to meet the needs of a diverse student population, and teachers also proactively tailor lessons and implement strategies to meet all learner needs. Tools and strategies used to differentiate the curriculum and instruction include varying assessments, cognitive learning strategies, instructional supports, a tiered system of instruction based on Universal Design for Learning (UDL), and assistive technology tools. Stride's digital library—which boasts more than 14,000 texts from 40 publishers—is another powerful tool, as it uses sophisticated natural language processing and scoring to match readers to engaging texts at their personalized instructional reading level.

Accessibility for Students with Disabilities and Limited English Proficiency

Stride's product development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA and has begun the process of working toward Web Content Accessibility Guidelines 2.1 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with National Instructional Materials Accessibility Standard (NIMAS). Any Stride resources that may result in user challenges due to disability may be reported for investigation and remediation, as appropriate, via [Stride Learning Web Accessibility](#).

Assistive Technology

Due to the unique online nature of Stride's curriculum, all students can access assistive technology tools based on their individual needs. The online learning content is rich with visual, auditory, and other student learning supports. Student diagnostic and formative assessment data coupled with adaptive learning pathways enables customized student experiences providing opportunities for students to engage in remediation or accelerated activities.

With the support of the Stride Assistive Technology Resource Guide, staff members have strategies and

tools at their disposal upon identification of student need. Differentiation strategies include the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and targeted interventions and supports. A sampling of differentiation support tools include text-to-speech software, speech-to-text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, visual graphs, and web support.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. 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; 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 multiple 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 support.

UDL principles are also compatible with and facilitate the accessibility compliance of Stride materials and services. Stride design practices consider students’ needs, preferences, and abilities to interact with the Stride curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and support individual needs for accommodations and the use of assistive technologies.

UDL principles have 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 and make ongoing school services support more effective.

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, evidence-based language curriculum and instruction. 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 concepts they are learning
- 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.

Stride Learning Hub

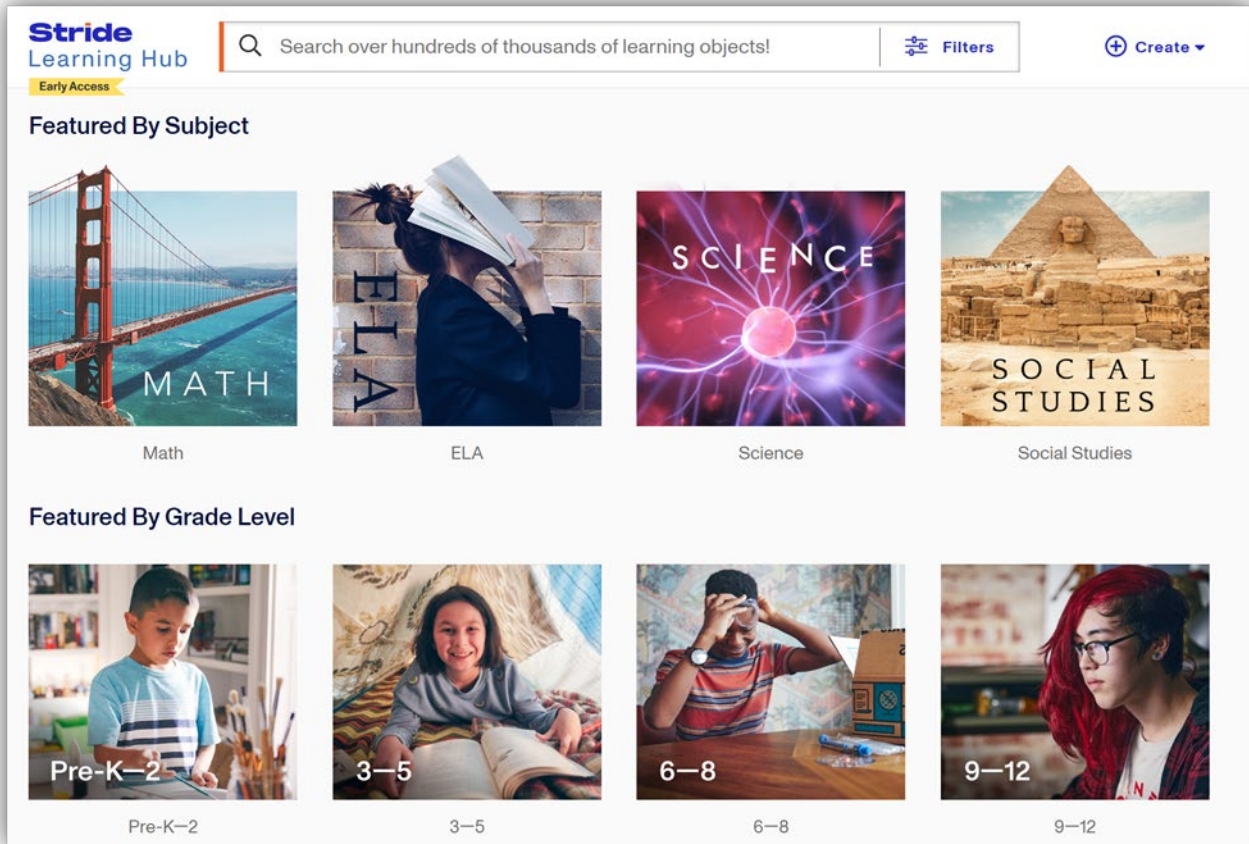
The Stride Learning Hub (“Learning Hub”) is a cutting-edge search interface and content repository seamlessly integrated into the Stride Online School (OLS) and the Online Middle and High School (OMHS) platforms. The OLS serves all students in grades K-5. Middle school and high school students in grades 6-12 use the OMHS. Provided to elevate users’ teaching experience, the Learning Hub is a powerful tool that empowers teachers to tailor courses by effortlessly searching for, previewing, and incorporating a diverse range of activities, assessments, and lessons. In recognizing the diverse ways teachers leverage resources to differentiate instruction, the Learning Hub has emerged as a one-stop-shop. High-quality, standards-aligned content can be deployed in the OLS and OMHS directly from the Learning Hub. It eliminates the need for teachers to leave the online school environment, enabling them to dedicate more time to their students and less time to resource discovery.

Key Features:

1. **Customized Content Discovery:** Teachers have access to supplemental content tailored to their **student's** unique needs. Whether they need a refresher on a previously taught topic, to remediate for a struggling learner, or to extend the curriculum, the Learning Hub has content.
2. **Smart Search** Teachers can easily find lessons, activities, and assessments, preview them, and seamlessly add them to their classroom. Teachers can fine-tune searches based on content standards in the core subject areas, as well as with filters for subjects, grade levels, and content types.
3. **Customized Assessments:** Teachers can craft personalized assessments with ease. The Learning Hub offers the ability to create a new assessment from scratch or modify an existing one by copying and editing.
4. **Customized Lessons:** Teachers can copy and edit existing lessons, to add or remove content, as well as build new lessons with activities and assessments from the platform.
5. **Collections:** In addition to robust search functionality, teachers have access to an evolving collection of specifically curated content. Examples of Collections include Doggyland for grades K-2; MathBee bubble-shooter games for math practice in grades 3-5; Wonder Media animated, illustrated videos on a variety of topics for grades 3-5; partnership content with Rebel Girls for grades 3-5; Next Generation Science: Middle School for grades 6-8; and Financial Literacy for grades 9-12. Featuring renowned content partners, these collections are continuously updated and enhanced. Teachers can view the latest through a revolving carousel or look at previous collections featured by grade or subject.

Additional features to be added to the Learning Hub in 2024 will enable teachers to bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers will see a list of lessons that contain those activities making it easy to search and add new content to their courses.

The image below shows the main Stride Learning Hub page and how teachers can search for content by subject or grade level. It is followed by examples of specific subject matter resources in the Learning Hub.



Featured by Subjects

Search

Featured Collections

EXPLORE

Financial Literacy 9-12

Prepares students to tackle their future finances with knowledge and confidence



NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

According to existing NCAA non-traditional program requirements, course eligibility is contingent upon instructional delivery and student-teacher interaction. Digital Academy of Florida (DAOF) is cleared by the NCAA and offers approved courses that count toward the 16 NCAA-required courses to become a college athlete. Currently, courses offered by other schools served by K12 Florida LLC would require individual review by the NCAA.

If a school opts to pursue NCAA approval, it is recommended to designate a lead responsible for initiating contact with the K12 NCAA point of contact at ncaa@k12.com. Additional information can be found at: <http://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 “SHOW ME SCHOOLS IN FLORIDA”.

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 K12’s website (www.k12.com) which will take visitors to the Florida VIP (Virtual Instruction Program) 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 Florida in SY2023-2024 are found on the disclosure website which is linked to the K12 Inc. webpage (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 48 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

Percent of Subgroup Completions and Promotions by School Year					
District Virtual Instruction Program					
	SY2018-2019	SY2019-2020	SY2020-2021	SY2021-2022	SY2022-2023
English Language Learner	100.00%	100.00%	100.00%	100.00%	100%
Free & Reduced Lunch Eligible ¹	84.42%	96.25%	92.64%	96.31%	99.55%
Special Education	98.20%	90.00%	94.48%	98.20%	100.00%
504 Plan	90.90%	100.00%	95.12%	97.50%	100.00%
Gifted or Talented	100.00%	100.00%	100.00%	100.00%	100.00%

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

	FLCCA					DAOF				
	% of Completions/ Promotions					% of Completions/ Promotions				
	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
English Language Learner	90.81%	93.24%	96.99%	88.80%	85.33%	NA	64.64%	88.52%	90.74 %	88.36%
Free & Reduced Lunch Eligible ¹	90.31%	89.30%	94.43%	93.08%	95.56%	NA	64.91%	88.70%	93.20%	87.54%
Special Education	89.97%	87.79%	95.30%	91.71%	92.70%	NA	63.64%	84.51%	92.87%	86.72%
504 Plan	92.19%	89.61%	97.46%	95.24%	94.02%	NA	76.63%	91.29%	90.95%	88.07%
Gifted or Talented	98.28%	90.24%	99.34%	95.20%	99.39%	NA	86.05%	95.18%	97.85%	95.95%

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 of Ethnic Subgroups in District Virtual Instruction Programs

In SY 22-23 we see an increase in completion/promotion percentages in the White/Caucasian and African-American populations compared to the previous school year. The data also shows a steady increase in completion/promotion percentages overall from SY 19-20 to SY 22-23.

District VIP Completions and Promotions for Ethnic Subgroups

School Year 2019-2020				School Year 2020-2021			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion	Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	67	69	97.10%	African-American	259	275	94.18%
American Indian or Alaska Native	*	*	*	American Indian or Alaska Native	*	*	*
Asian	20	20	100%	Asian	52	52	100%
Hispanic	81	83	97.59%	Hispanic	617	622	99.20%
Multi-racial	*	*	*	Multi-racial	137	140	97.86%
Native Hawaiian or Other Pacific Islander	*	*	*	Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	257	267	96.25%	White or Caucasian	879	917	95.86%
Undefined	250	256	97.66%	Undefined	*	*	*
Grand Total	675	695	96.53%	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 ().

District VIP Completions and Promotions for Ethnic Subgroups

School Year 2021-2022				School Year 2022-2023			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion	Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	303	316	95.88%	African-American	129	133	96.99%
American Indian or Alaska Native	4	4	100%	American Indian or Alaska Native	1	1	100%
Asian	76	76	100%	Asian	35	35	100%
Hispanic	431	438	98%	Hispanic	234	234	100%
Multi-racial	70	71	99%	Multi-racial	29	29	100%
Native Hawaiian or Other Pacific Islander	3	3	100%	Native Hawaiian or Other Pacific Islander	2	2	100%
White or Caucasian	466	481	96.88%	White or Caucasian	235	240	97.91%
Grand Total	1353	1389	97.62%	Grand Total	665	674	98.66%

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 in enrollment as much as District Virtual Instruction Programs or DAOF as many authorizers impose enrollment 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; in SY20-21, 95.98% of FLCCA students completed and were promoted; in SY21-22, 93.25% of FLCCA

students completed and were promoted; and in SY22-23, 94.17% 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%

School Year 2021-2022 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	374	393	95.16%
American Indian or Alaska Native	16	17	94.12%
Asian	22	26	84.62%
Hispanic	315	337	93.47%
Multi-racial	423	452	93.58%
Native Hawaiian or Other Pacific Islander	*	*	*
White or Caucasian	659	715	92.16%
Grand Total	1809	1940	93.25%

School Year 2022-2023 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	395	418	94.49%
American Indian or Alaska Native	39	41	95.12%
Asian	73	75	97.33%
Hispanic	575	613	93.80%
Multi-racial	198	219	90.41%
Native Hawaiian or Other Pacific Islander	26	27	96.29%
White or Caucasian	714	752	94.94%
Grand Total	2020	2145	94.17%

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 **No students

Because DAOF opened during the 2019-2020 school year, full year data is only available for three school years. In its first (partial) year, SY19-20, 68.04% of DAOF students completed and were promoted. In SY20-21 DAOF saw rapid growth and 89.76% of its students completed or were promoted. DAOF has maintained an average 90% rate of completion and promotion rate in SY21-22 and SY22-23.

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 Year 2021-2022 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	1980	2142	92.44%
American Indian or Alaska Native	169	185	91.35%
Asian	249	260	95.77%
Hispanic	2080	2226	93.44%
Multi-racial	443	479	92.48%
Native Hawaiian or Other Pacific Islander	104	117	88.89%
White or Caucasian	3723	3976	93.64%
Grand Total	5570	5975	93.22%

School Year 2022-2023 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	1873	2112	88.68%
American Indian or Alaska Native	158	176	89.77%
Asian	210	234	89.74%
Hispanic	2004	2275	88.09%
Multi-racial	484	536	90.30%
Native Hawaiian or Other Pacific Islander	158	176	89.77%
White or Caucasian	3575	4077	87.69%
Grand Total	5249	5982	87.75%

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 in 2018-2019, 2020-2021, 2021-2022, and 2022-2023 school years will be compared.

District Virtual Instruction Programs Performance on State Assessments in English Language Arts and Mathematics for 2018-2019 – 2022-2023 compared to overall state results.

Results for English Language Arts indicate that the District Virtual Instruction Programs outperformed state results in all grades except for the 4th grade level in SY 22-23, although the percent difference between the state and the District Virtual Instruction Programs did improve in this level from the previous school year.

ELA Proficient by Grade Level

	2018 -2019			2020-2021			2021-2022			2022-2023		
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	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	% 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	58.56%	53.00%	5.56%	54.55%	50.00%	4.55%
4th Grade	68.49%	58.40%	+10.90	67.23%	52.10%	+15.13	65.56%	87.00%	-21.44%	51.35%	58.00%	-6.65%
5th Grade	70.73%	56.20%	+14.53	64.09%	53.90%	+10.19	70.62%	55.00%	15.62%	65.82%	54.00%	11.82%
6th Grade	64.06%	54.40%	+9.66	74.19%	52.20%	+21.99	82.98%	52.00%	30.98%	68.89%	47.00%	21.89%
7th Grade	68.18%	52.30%	+15.88	72.09%	47.90%	+24.19	74.58%	48.00%	26.58%	76.47%	47.00%	29.47%
8th Grade	77.94%	56.30%	+21.64	75.32%	52.40%	+22.92	78.05%	49.00%	29.05%	75.00%	47.00%	28.00%
9th Grade	66.67%	54.80%	+11.87	56.67%	49.60%	+7.07	72.09%	51.00%	21.09%	62.96%	48.00%	14.96%
10th Grade	74.51%	52.50%	+22.01	60.00%	50.90%	+9.10	67.74%	49.00%	18.74%	60.61%	50.00%	10.61%

Mathematics proficiency levels were above or below state proficiency levels depending on the grade level.

Math Proficient by Grade Level												
Grade Level	2018 -2019			2020-2021			2021-2022			2022-2023		
	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	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	% 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	45.40%	58.00%	-0.13	40.26%	59.00%	-18.74%
4th Grade	58.44%	64.00%	-5.56	46.67%	52.00%	-5.33	45.37%	61.00%	-0.16	39.73%	61.00%	-21.27%
5th Grade	42.50%	60.00%	-17.50	48.66%	54.00%	-5.34	38.86%	52.00%	-0.13	45.57%	55.00%	-9.43%
6th Grade	55.38%	55.00%	+0.38	61.70%	52.00%	+9.70	55.00%	49.00%	0.06	55.56%	54.00%	1.56%
7th Grade	68.57%	54.00%	+14.57	55.60%	48.00%	+7.60	61.40%	46.00%	0.15	70.59%	48.00%	22.59%
8th Grade	65.22%	46.00%	+19.22	54.00%	52.00%	+2.00	57.14%	42.00%	0.15	71.88%	55.00%	16.88%
Algebra 1	59.46%	62.00%	-2.54	48.35%	49.00%	-0.65	47.06%	54.00%	-0.07	36.36%	32.00%	4.36%
Geometry	58.82%	57.00%	+1.82	46.58%	45.00%	+1.58%	61.29%	50.00%	0.11	50.00%	45.00%	5.00%

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 almost 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.

Our enrollment numbers were reduced in SY 21-22 and SY 22-23. An average of 67.5% of the students were proficient in ELA in SY 21-22 and an average of 63.6% were proficient in SY 22-23. We see the highest drop in proficiency in ELA occurring in the Economically Disadvantaged and Students with Disabilities populations.

ENGLISH LANGUAGE ARTS PERCENT PROFICIENT BY DEMOGRAPHICS - ALL GRADES								
Demographics	2018-2019	# of Students	2020-2021	# of Student	2021-2022	# of Students	2022-2023	# of Students
All Students	69.57%	933	67.96%	2010	67.52%	739	63.64%	418
Economically Disadvantaged	67.98%	301	66.67%	236	62.96%	189	30.30%	33
Students with Disabilities	56.52%	71	46.81%	196	55.68%	88	40.38%	52
English Learners	*	*	*	*	63.08%	65	65.71%	35
White/Caucasian	66.86%	498	72.03%	917	66.25%	240	53.96%	139
African American	65.79%	121	46.72%	275	56.73%	171	54.29%	70
Hispanic	69.01%	231	72.04%	622	72.06%	247	73.83%	149
Asian	81.82%	36	75.00%	52	92.11%	38	90.00%	20
American Indian/Alaskan Native	*	*	*	*	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*
Students of Multiple Races/Multiracial	92.31%	42	67.92%	140	67.50%	40	52.63%	19

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 proficiency among all students, and an 18% increase in proficiency among 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.

SY 22-23 data shows the greatest increase in proficiency in the English Language Learners population (15% increase from SY 21-22) as well as improvements in the Hispanic and Asian populations.

MATH PERCENT PROFICIENT BY DEMOGRAPHICS - ALL GRADES								
Demographics	2018-2019	# of Students	2020-2021	# of Student	2021-2022	# of Students	2022-2023	# of Students
All Students	50.22%	933	51.09%	2010	47.09%	671	49.56%	339
Economically Disadvantaged	48.44%	301	66.53%	236	38.38%	198	32.65%	49
Students with Disabilities	31.58%	71	35.37%	196	47.56%	82	30.00%	30
English Learners	*	*	*	*	38.10%	63	53.57%	28
White/Caucasian	47.24%	498	57.56%	917	46.32%	231	36.99%	146
African American	53.33%	121	32.73%	275	35.33%	150	32.79%	61
Hispanic	55.56%	231	51.21%	622	49.53%	214	55.20%	125
Asian	62.50%	36	68.42%	52	85.29%	34	88.89%	18
American Indian/Alaskan Native	*	*	*	*	*	*	*	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	*	*
Students of Multiple Races/Multiracial	44.00%	42	44.00%	140	48.72%	3	42.11%	19

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 Statewide Assessments for 2021-2022 and 2022-2023 school years.

Grade level and Subgroup Performance in English Language Arts

Beginning with the 2022-2023 school year, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. Florida Assessment of Student Thinking (FAST) and undated Algebra 1 and Geometry end-of course (EOC) assessments aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards. On October 18, 2023, the State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The 2022-2023 results shown are retrofitted using the new score scale and new cut scores showing what the results would have been if these standards had been implemented at that time. Therefore, the results from the 2022-2023 B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from 2015-16 through 2021-22 that were aligned with the Florida Standards and reported on a different scale with different cut scores. The data below is for reference and informational purposes only.

ENGLISH LANGUAGE ARTS 2022 - 2023 Data - State		
Grade Level	2022 FSA – FS ELA % Proficient- State	2023 FSA - BEST ELA % Proficient- State
3rd Grade	53%	51%
4th Grade	57%	52%
5th Grade	55%	50%
6th Grade	52%	50%
7th Grade	48%	47%
8th Grade	49%	48%
9th Grade	51%	48%
10th Grade	49%	47%
Total	52%	49%

ENGLISH LANGUAGE ARTS 2022 - 2023 Data - FLCCA@Clay		
Grade Level	2022 FSA – FS ELA % Proficient- FLCCA@Clay	2023 FSA BEST ELA % Proficient- FLCCA@Clay
3rd Grade	*	*
4th Grade	*	*
5th Grade	*	*
6th Grade	*	*
7th Grade	*	*
8th Grade	50%	52%
9th Grade	55%	48%
10th Grade	37%	55%
Total	55%	55%

ENGLISH LANGUAGE ARTS 2022 to 2023 Data - FLCCA@Duval		
Grade Level	2022 FSA - FS ELA % Proficient- FLCCA@Duval	2023 FSA -BEST ELA % Proficient- FLCCA@Duval
3rd Grade	28%	48%
4th Grade	25%	40%
5th Grade	41%	47%
6th Grade	46%	41%
7th Grade	30%	46%
8th Grade	45%	32%
9th Grade	53%	46%
10th Grade	36%	49%
Total	40%	43%

ENGLISH LANGUAGE ARTS 2022 to 2023 Data - FLCCA@Osceola		
Grade Level	2022 FSA- FS ELA % Proficient- FLCCA@Osceola	2023 FSA - BEST ELA % Proficient- FLCCA@Osceola
3rd Grade	39%	41%
4th Grade	41%	40%
5th Grade	52%	39%
6th Grade	42%	41%
7th Grade	32%	36%
8th Grade	41%	43%
9th Grade	*	*
10th Grade	*	*
Total	41%	39%

ENGLISH LANGUAGE ARTS 2022 to 2023 Data - DAOF		
Grade Level	2022 FSA -FS ELA % Proficient- DAOF	2023 FSA - BEST ELA % Proficient- DAOF
3rd Grade	37%	33%
4th Grade	34%	41%
5th Grade	34%	36%
6th Grade	44%	37%
7th Grade	36%	41%
8th Grade	40%	42%
9th Grade	43%	46%
10th Grade	33%	41%
Total	39%	39%

English Language Arts Subgroup Data – 2021-2022 and 2022-2023

ENGLISH LANGUAGE ARTS: % PROFICIENT								
	FLCCA @Clay 2021- 2022	FLCCA @Clay 2022- 2023	FLCCA @Duval 2021-2022	FLCCA @Duval 2022-2023	FLCCA @ Osceola 2021-2022	FLCCA @ Osceola 2022-2023	DAOF 2021- 2022	DAOF 2022- 2023
All Students	55%	56%	40%	44%	41%	40%	40%	40%
Economically Disadvantaged	*	*	34%	38%	37%	38%	34%	35%
Students with Disabilities	40%	7%	15%	11%	13%	13%	20%	14%
English Language Learners	*	*	16%	8%	22%	*	29%	12%
White/Caucasian	68%	62%	43%	41%	45%	41%	40%	41%
Black	32%	44%	32%	45%	35%	32%	30%	32%
Hispanic	50%	50%	44%	43%	39%	36%	44%	41%
Asian	*	*	*	*	*	*	47%	52%
American Indian/Alaskan Native	*	*	*	*	*	*	NA	*
Native Hawaiian or other Pacific Islander	*	*	*	*	*	*	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.

Grade level and Subgroup Performance in Mathematics

Beginning with the 2022-2023 school year, Florida implemented new statewide, standardized assessments in English Language Arts (ELA) and Mathematics. Florida Assessment of Student Thinking (FAST) and undated Algebra 1 and Geometry end-of course (EOC) assessments aligned with the new Benchmarks for Excellent Student Thinking (B.E.S.T.) content standards. On October 18, 2023, the State Board of Education established the Achievement Level standards for the FAST and B.E.S.T. assessments. The 2022-2023 results shown are retrofitted using the new score scale and new cut scores showing what the results would have been if these standards had been implemented at that time. Therefore, the results from the 2022-2023 B.E.S.T. assessments **cannot be compared** to the former ELA and Mathematics assessments used from 2015-16 through 2021-22 that were aligned with the Florida

Standards and reported on a different scale with different cut scores.
 The data below is for reference and informational purposes only.

MATHEMATICS 2022 to 2023 Data - State		
Grade Level	2022 FSA – FS Math % Proficient- State	2023 FSA BEST Math % Proficient- State
3rd Grade	58%	57%
4th Grade	61%	58%
5th Grade	52%	52%
6th Grade	46%	49%
7th Grade	46%	51%
8th Grade	42%	63%
Algebra I EOC	54%	41%
Geometry EOC	50%	45%
Total	51%	50%

MATHEMATICS 2021 to 2022 Data - FLCCA@Clay		
Grade Level	2022 FSA -FS Math % Proficient- FLCCA@Clay	2023 FSA - BEST Math % Proficient- FLCCA@Clay
3rd Grade	40%	*
4th Grade	*	*
5th Grade	*	*
6th Grade	*	*
7th Grade	*	*
8th Grade	61%	50%
Algebra I EOC	31%	31%
Geometry EOC	30%	30%
Total	40%	29%

MATHEMATICS 2022 to 2023 Data - FLCCA@Duval		
Grade Level	2022 FSA - FS Math % Proficient-FLCCA@Duval	2023 FSA - BEST Math % Proficient-FLCCA@Duval
3rd Grade	10%	19%
4th Grade	16%	23%
5th Grade	14%	18%
6th Grade	22%	26%
7th Grade	31%	25%
8th Grade	39%	34%
Algebra I EOC	30%	24%
Geometry EOC	22%	33%
Total	24%	23%

MATHEMATICS 2022 to 2023 Data - FLCCA@Osceola		
Grade Level	2022 FSA -FS Math % Proficient-FLCCA@Osceola	2023 FSA - BEST Math % Proficient-FLCCA@Osceola
3rd Grade	20%	19%
4th Grade	13%	21%
5th Grade	12%	20%
6th Grade	22%	22%
7th Grade	30%	30%
8th Grade	32%	38%
Algebra I EOC	36%	50%
Geometry EOC	*	*
Total	23%	23%

MATHEMATICS 2022 to 2023 Data - DAOF		
Grade Level	2022 FSA -FS Math % Proficient- DAOF	2023 FSA - BEST Math % Proficient- DAOF
3 rd Grade	16%	14%
4 th Grade	20%	22%
5 th Grade	12%	12%
6 th Grade	36%	28%
7 th Grade	36%	29%
8 th Grade	32%	34%
Algebra I EOC	24%	29%
Geometry EOC	25%	21%
Total	25%	23%

Mathematics Subgroup Proficiency – 2021-2022 and 2022-2023

	Mathematics % Proficient							
	FLCCA @Clay 2021-2022	FLCCA @Clay 2022-2023	FLCCA @Duval 2021-2022	FLCCA @Duval 2022-2023	FLCCA @ Osceola 2021-2022	FLCCA @ Osceola 2022-2023	DAOF 2021- 2022	DAOF 2022- 2023
All Students	40%	31%	24%	26%	23%	26%	25%	25%
Economically Disadvantaged	*	20%	21%	20%	19%	19%	20%	18%
Students with Disabilities	30%	18%	16%	11%	9%	9%	15%	10%
English Language Learners	*	27%	7%	*	17%	17%	19%	10%
White/ Caucasian	45%	37%	28%	25%	28%	24%	29%	25%
Black	17%	22%	15%	18%	12%	14%	15%	13%
Hispanic	47%	25%	21%	25%	22%	24%	27%	23%
Asian	*	*	*	*	*	*	30%	45%
American Indian/Alaskan Native	*	NA	*	*	*	*	NA	20%
Native Hawaiian or other Pacific Islander	*	NA	*	*	*	NA	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.

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

Science 2021-2022 to 2022-2023 Comparison				
	Grade Level	2022 FSA Science % Proficient	2023 FSA Science % Proficient	% Change
FLCCA@Clay	5th Grade	*	*	NA
	8th Grade	29%	48%	+19%
	Biology EOC	60%	60%	NA
FLCCA@Duval	5th Grade	23%	30%	+7%
	8th Grade	41%	13%	-28%
	Biology EOC	48%	61%	+13%
FLCCA@Osceola	5th Grade	40%	31%	-9%
	8th Grade	34%	15%	-19%
	Biology EOC	71%	71%	NA
DAOF	5th Grade	17%	15%	-2%
	8th Grade	33%	27%	-6%
	Biology EOC	43%	36%	-7%

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

Social Studies 2022 to 2023 Comparison				
	Grade Level	2022 FSA SS % Proficient	2023 FSA SS % Proficient	% Change
FLCCA@Clay	Civics EOC	43%	43%	NA
	US History EOC	52%	52%	NA
FLCCA@Duval	Civics EOC	40%	59%	+19%
	US History EOC	50%	44%	-6%
FLCCA@Osceola	Civics EOC	40%	41%	+1%
	US History EOC	NA	NA	NA
DAOF	Civics EOC	45%	39%	-6%
	US History EOC	51%	45%	-6%

SCHOOL GRADES

In 2015-2016, 2016-2017, 2017-2018, and 2018-2019, K12 Florida LLC maintained a school grade of “B”. There were no assessments or school grades calculated in the State in SY2019-2020 due to Covid. In SY2020-2021, the first assessment year after Covid, K12 Florida LLC, as other virtual schools in Florida, did not receive a school grade per FDOE Emergency Order No. 2021-EO-02. In SY2021-2022, K12 Florida LLC’s school grade was “I” (Incomplete) due to not testing 95% or more students. Informational Baseline School Grades for SY2022-2023 were released by FLDOE in December 2023 using the new assessment cut scores. Due to the first year implementation of the B.E.S.T. standards and new assessments in SY2022-2023, the SY2022-2023 school grades are for “information only” since learning gains could not be calculated. K12 Florida LLC’s Informational Baseline School Grade for SY2022-2023 is “C”.

The FLCCA’s each receive grades using the FLDOE Accountability school grade model. Each of the FLCCA’s received a “C” school grade for SY2022-2023. DAOF is in the process of verifying the school grade with the FLDOE and will update as applicable.

GRADUATION RATES

The state of Florida’s current graduation rate is 88%. FLCCA – Osceola had students enter ninth grade until school year 2019-2020 and received a graduation rate until those students graduated from high school. DAOF opened during the 2019-2020 school year, and the first graduation rate was calculated for students who graduated in 2022.

Please note, graduation rates are reported in the school year they count for school grades. This means the year listed below has a lag between when the students graduate and when they count for accountability

purposes. Example: the 2021 graduation rate will be for students who entered ninth grade in school year 2016-2017 and graduated in 2020.

Graduation Rate				
2020 - 2022 Comparison				
		2020	2021	2022
FLCCA@Clay	Graduation Rate	94%	89%	64%
FLCCA@Duval	Graduation Rate	78%	94%	74%
FLCCA@Osceola	Graduation Rate	84%	79%	NA
DAOF	Graduation Rate	NA	NA	65%

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.

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