

345.41 - FORWARD EXAMINATION GRADE ADVANCEMENT

The School District of Auburndale will promote students from the fourth to fifth grade and from the eighth to the ninth grade based on a student's academic performance, test scores, teacher recommendations, and other criteria.

Criteria will be defined in the following way:

Academic Performance:

Fourth Grade: Prior to a student's enrollment in fifth (5th) grade, he/she must have a grade of "D" or higher in Math, Reading, Language Arts, Science, and Social Studies through the third quarter of fourth grade.

Eighth Grade: Prior to a student's enrollment in ninth (9th) grade, he/she must have earned four (4) or more credits, three (3) of which must be from the core classes. These core classes are: English/ language arts, science, social studies, and math. Additional credits are earned in art, physical education, health, agriculture, music, technology education, family and consumer education, and career exploration.

Test Scores: Performance on the Forward Examination.

Students must demonstrate academic performance by scoring at the *basic* or above on 5 out of the 6 subtests. (For the writing sub-test, this would be scoring a "3" or above.) Those subtests are: reading, mathematics, language arts, science, social studies, and writing.

Teacher Recommendations: Based on pupil's academic performance.

In fourth grade, the classroom teacher or the previous year's teacher must submit a letter attesting to the student's ability to be successful at the next level of education. In eighth grade, letters of recommendation must be submitted by two teachers of core classes attesting to the student's ability to be successful at the next level of education.

To be considered for promotion, the student must meet the academic performance criterion or acquire the credits as outlined. Decision-making is then based on fulfilling the other criteria. Should the student meet the test score criterion, a student is promoted to the next grade level, provided the summer remediation program is completed. If the test score criterion is not met, teacher recommendations are required. If a student meets the teacher recommendations criterion, the student is promoted to the next grade level. If the student does not meet the teacher recommendations criterion, other academic criteria are considered.

Other Criteria:

A team of staff members comprised of the student's classroom teacher(s), School Psychologist, Student Services Director, Building Principal, and Guidance Counselor will meet to consider the following factors in regards to the retention of the student:

- A. Intelligence: Consideration should be given to each student's ability to achieve.
- B. Attendance: Consideration should be given to each student's attendance pattern during the previous and present school years. Excessive absences due to serious illness or injury without appropriate tutorial assistance may be a contributing cause for retention.
- C. Self-Image: A student's perception of self should be considered. Such factors as age, physical size, and a sibling in the same grade should be weighed.
- D. Attitude: There are at least two aspects to attitude (1) the student's overall feelings about school and (2) the student's feelings about repeating the grade. In addition, consideration should be given to parent/guardian receptivity toward retention.
- E. Experiential Background: A student coming from a limited background and having little knowledge of common objects, verbal expression, and/or a fund of information gathered through his/her own experience, may benefit by repeating a grade and thus obtaining additional time to absorb this material. If a student is unable to communicate in English and is not acquiring new language skills, retention may not solve the student's educational problems.
- F. Social/Emotional Maturity: Consideration should be given to each student's ability to emotionally cope with retention and promotion. If a student struggles academically and is socially immature they will often benefit from additional growth time.
- G. Light's Retention Scale: Consideration should be given regarding the administration of Light's scale as an indicator of a successful period of retention.
- H. Parental/Guardian Involvement: Consideration should be given to the opinions held by the parent/guardian as well as their level of involvement in remediation and the decision to retain. Their support is a key factor in making any program effective.
- I. Summer School: Students would complete curriculum designed to foster the development of proficiency skills in the core curriculum areas.
- J. Grade promotion with co-enrollment (Only at the high school level): Students will be promoted but re-enrolled in those courses in which they did not fulfill their curricular responsibilities.

K. Grade promotion with enrollment in the at-risk program (Only at the secondary level): Students would be promoted and enrolled in the district's at-risk program providing them with additional supervision and classroom support.

L. Retention (Only at the high school level): Students would be retained at the present grade level. The team would evaluate progress at the quarter with possible promotion at that time.

For students whose parents/guardians have opted them out of the Forward test, judgment is based on the other specified criteria.

The above criteria apply to Special Education students unless overridden by the student's IEP (Individual Education Plan).

Adopted: February 19, 2003

Revised: July 20, 2016, September 21, 2022