

345.41 PROMOTION OF FOURTH AND EIGHTH GRADE STUDENTS

FOURTH GRADE STUDENTS

No student may be promoted from fourth to fifth grade unless the student satisfies the criteria for promotion in this policy.

The following criteria are to be considered in determining whether to promote a student from the fourth grade to the fifth grade.

1. At the fourth grade level, a student must earn a score of “Basic” on the WKCE-CRT in 3 of the 5 subtests of Reading, Language Arts, Mathematics, Science and Social Studies. Since this score is received in the late spring of the fourth grade year, additional areas of academic performance will be considered, including: 1) student progress reports in grades 1-3; 2) reading Benchmark Book level of Magenta (Reading Level 34) by the end of the first semester of the fourth grade year; 3) writing assessment scores on the District third and fourth grade writing assessments; 4) performance on the SAGE assessments in grades K-3; 5) Guided reading levels in grades 1-2; and 6) STAR Reading and Math scores.
2. Teacher recommendation for promotion/retention will be facilitated through the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent, guidance counselor and teacher(s) currently working closely with the student. A Child Study Team Referral form needs to be completed for each CST that is held.

Recommendations for promotion/retention will be based on, but not limited to, the following considerations:

Age of the student	Attendance
Prior retentions	Cultural and linguistic differences
Physical size	Availability of support services
Social/emotional behavioral issues	Alternative programs available
Learning disabilities	Student's attitude
	Parents' input
	Academic performance

Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be the individual responsible for making the final decision regarding retention of a student. Any appeal of the decision made by the CST would be made to the Superintendent.

3. Any student retained by any elementary school within the WRPS system will be retained throughout the District. Any student who enters the district, with a status of being retained within their last school District will be retained within the WRPS system.

Any student who spent their full fourth grade year within the WRPS system will follow the policy as it is written. Any student who spent less than a full year in the district will be considered for advancement based upon a thorough examination of the student's cumulative file, student progress reports from their previous school district, and growth

demonstrated within the WRPS curriculum during the current school year. The building's Child Study Team will make a determination for advancement of the student to the fifth grade.

4. Accommodations to these requirements may be made for students with special education or English as a Second Language needs or requirements consistent with state law and established District policies and requirements.

The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

EIGHTH GRADE STUDENTS

No student may be promoted from eighth grade to ninth grade after September 1, 2008, unless the student satisfies the criteria for promotion in this policy.

1. At the seventh grade level, the student's overall academic performance will be evaluated prior to the end of the third quarter grading period. Teachers and counselors will identify students in need of targeted interventions. The criteria used to determine such students may include the following: 1) failing one or more core classes; 2) below average score on the latest SRI (Scholastic Reading Inventory) Lexile Level reading test; 3) a score of Minimal or Basic on any area of the seventh grade WKCE-CRT; 4) poor attendance. Once the determination has been made that a student is not making appropriate academic progress, both the student and parent will receive a notification letter. Along with this letter, a copy of the statutes of truancy and attendance could be sent home.
2. Before the beginning of eighth grade, a set of interventions will be decided upon. An IPP (Individual Plan of Progress) will be written. As a requirement of the IPP, at least one of the following options may be considered:
 - Enrollment in a guided study hall;
 - Assignment to the Learning Resource Center;
 - Contract signed by student/teacher/parent/counselor which addresses the areas of deficiency;
 - Teacher mentoring;
 - Tutoring;
 - FOCUS program;
 - READ 180;
 - PLATO;
 - Child Study Team

- Referral to the school psychologist;
 - Attendance plan;
 - Summer school;
 - Portfolio or work samples documenting evidence of academic work;
 - Other remediation options
3. At the beginning of eighth grade, eighth grade teachers will be notified of students with IPPs. No later than the end of the first semester of eighth grade, the IPP will be reviewed, and a Child Study Team could be established. Membership on the Child Study Team could include a building administrator, school psychologist, parent, counselor and teacher(s) currently working closely with the student. The Child Study Team will review/revise the current IPP and/or draft an IPP for newly identified students. Teachers and counselors will continue to identify any new candidates for retention throughout the eighth grade year, using the same criteria considered at the second semester of seventh grade. Intervention options will be considered as necessary.
 4. Recommendation for promotion from the Child Study Team will include consideration of the following criteria: 1) failed classes; 2) a score of Basic or higher on the WKCE-CRT in the failed content area; 3) successful completion of all goals on the IPP; 4) a longitudinal review of WKCE scores; 5) STAR Reading and Math scores from grades 3-6, SRI Lexile Levels and/or the District Writing Assessment scores from grades 5 and 7; 6) acceptable attendance for all classes resulting from a conscious effort on the part of the student and the parent.
 5. If a student does not meet the criteria listed in #4, the student will be expected to successfully complete an alternative instructional program as determined by the District and the Child Study Team. Some examples of alternative instructional programs include, but are not limited to; 1) successful completion of a summer school program in the area(s) of deficiency; 2) successful completion of the failed class(es) at the next grade level; 3) successful completion of a school defined portfolio or samples of academic work that provides evidence that the student has met the Wisconsin Model Academic Standards.
 6. If an alternative instructional program is not successfully completed, the student will be retained. Consensus of the Child Study Team is required to retain a student. If consensus is not possible, the building principal will be the individual responsible for making the final decision regarding the retention of students. Any appeal of the decision made by the Child Study Team would be made to the Superintendent of Schools in writing within five (5) working days of parental notification.
 7. Accommodations to these requirements shall be made for students with special education or English as a Second Language needs or requirements consistent with state law and established District policies and requirements.

The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform

students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

Legal References:

Wisconsin Statutes:		Administrative Code	
118.30	Pupil Assessment	PI8	School District Standards
118.33	High School Standards: Criteria for Promotion	PI9	Pupil Nondiscrimination
115.915	School Age Parent	PI11	Children With Exceptional Educational Needs
118.15	Compulsory School Attendance	PI13	Bilingual-Bicultural Programs
118.153	Children At-Risk	PI16	Testing LEP or EEN Pupils in the 8 th & 10 th Grades
118.35	Gifted & Talented Programs	PI18	High School Graduation Standards
120.12(22)	Advanced Placement Examinations	PI19	School Age Parents
112.02	School District Standards	PI25	Children At-Risk
115.77(bg)	Children with Disabilities	PI40	Youth Options Programs
115.97	Bilingual-Bicultural Education Programs		

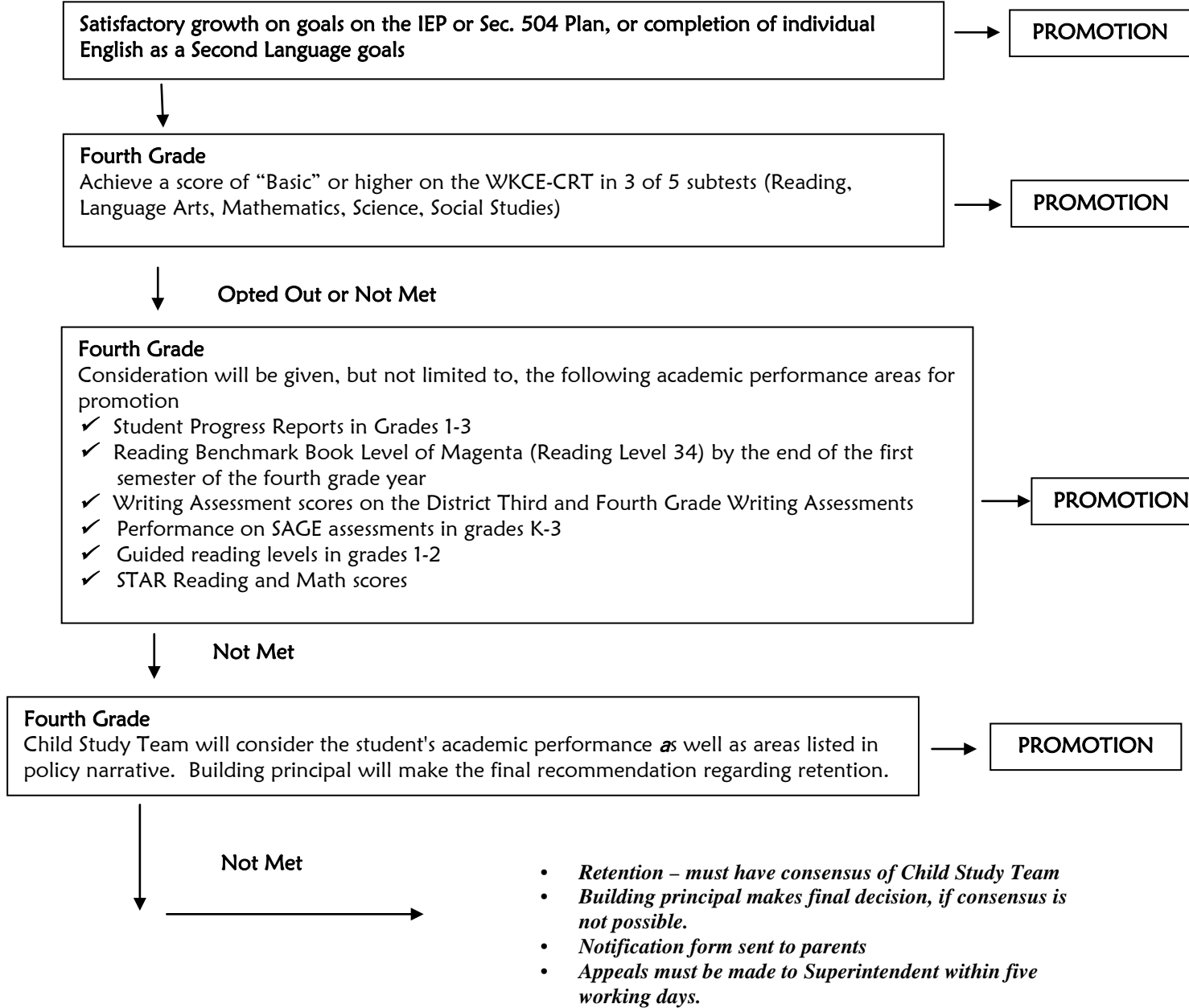
CROSS REFERENCES: Policy 345.4, Promotion/Retention

APPROVED: July 9, 2001

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345.41 EXHIBIT 1 FLOW CHART FOR GRADE 4 ADVANCEMENT

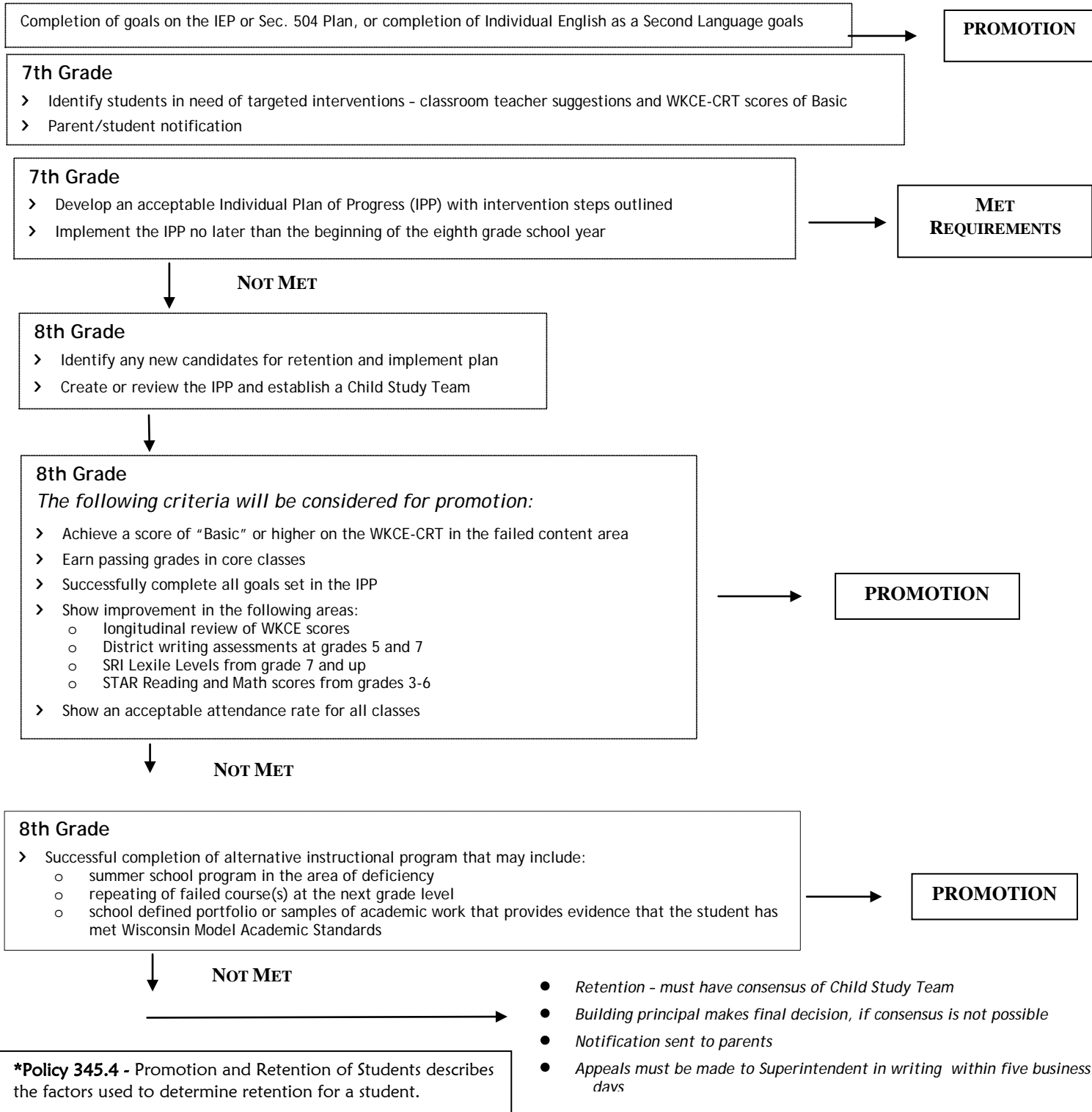
To qualify for grade advancement from Grade 4 to Grade 5 after September 1, 2008, a student must meet the following criteria:



***Policy 345.4** - Promotion and Retention of Students describes the factors used to determine retention for a student.

345.41 EXHIBIT 2 FLOW CHART FOR GRADE 8 ADVANCEMENT

To qualify for grade advancement from Grade 8 to Grade 9 after September 1, 2008, a student must meet the following criteria:



Completion of goals on the IEP or Sec. 504 Plan, or completion of Individual English as a Second Language goals

PROMOTION

7th Grade
 > Identify students in need of targeted interventions - classroom teacher suggestions and WKCE-CRT scores of Basic
 > Parent/student notification

7th Grade
 > Develop an acceptable Individual Plan of Progress (IPP) with intervention steps outlined
 > Implement the IPP no later than the beginning of the eighth grade school year

MET REQUIREMENTS

NOT MET

8th Grade
 > Identify any new candidates for retention and implement plan
 > Create or review the IPP and establish a Child Study Team

8th Grade
The following criteria will be considered for promotion:
 > Achieve a score of "Basic" or higher on the WKCE-CRT in the failed content area
 > Earn passing grades in core classes
 > Successfully complete all goals set in the IPP
 > Show improvement in the following areas:
 o longitudinal review of WKCE scores
 o District writing assessments at grades 5 and 7
 o SRI Lexile Levels from grade 7 and up
 o STAR Reading and Math scores from grades 3-6
 > Show an acceptable attendance rate for all classes

PROMOTION

NOT MET

8th Grade
 > Successful completion of alternative instructional program that may include:
 o summer school program in the area of deficiency
 o repeating of failed course(s) at the next grade level
 o school defined portfolio or samples of academic work that provides evidence that the student has met Wisconsin Model Academic Standards

PROMOTION

NOT MET

- *Retention - must have consensus of Child Study Team*
- *Building principal makes final decision, if consensus is not possible*
- *Notification sent to parents*
- *Appeals must be made to Superintendent in writing within five business days*

***Policy 345.4 - Promotion and Retention of Students describes the factors used to determine retention for a student.**