

SECTION 508-B FOURTH AND EIGHTH GRADE RETENTION/PROMOTION POLICY

The district makes extensive efforts to avoid the necessity of high stakes promotion/retention determinations through a system of strategic supports and interventions to address individual student learning deficits. Early identification of problems is important to assist the student, parent/guardian, and school in resolving them. If, after extensive efforts, insufficient academic progress results and retention is necessary, a detailed retention plan is prepared designed to maximize modifications and supports to the student during the retention year.

GRADES 4 & 8

Promotion/retention determinations are based on multiple criteria. Significant factors considered are WKCE test scores, classroom academic performance, and teacher recommendations.

Students, who meet the academic performance criteria and score at the basic level or above on all five of the content subtests of the Wisconsin Knowledge and Concepts Examination, will earn promotion to the next grade level. Students with Limited English Abilities or students that have been identified with a disability through the IEP process may be exempted from participating in the Wisconsin Knowledge and Concepts Examination.

Academic Criteria

- Meets the grade level academic promotion criteria:
 - Fourth Grade – Passes 4 of 5 core subject areas
 - Eighth Grade – Passes 3 or 4 core subject areas (or)
- Meets IEP goal performance or receives Grade Advancement Committee recommendation.

Wisconsin Knowledge and Concepts Examination Criteria

- Scores at the Basic level or above in 5 of 5 subtests.

If the student does not pass both of these requirements, the next steps will be followed in order:

Other Academic Performance

If a student does not meet the above criteria, the student will be expected to successfully complete an alternative instructional program as determined by the District. Some examples of alternative instructional programs may include: summer school, independent study, portfolio/exhibition of work, IEP, 504 plan, etc. Parents shall be informed verbally (if possible) and in writing about this process in a timely manner.

The student will be allowed to show basic competence in deficient areas through a portfolio of work, successful independent study, successful summer school course work or other criteria as determined by the Committee.

Teacher Recommendation

The student's case will be discussed by the Grade Advancement Committee. The Grade Advancement Committee may include:

- Administration
- Teachers
- Guidance Counselor(s)
- Appropriate Specialists

A rubric will be developed and used by the Grade Advancement Committee when making recommendations for student promotion/retention. The rubric shall include: success in exploratories/electives, daily assignments, participation, citizenship, grades in class, standardized test scores, and extreme family or personal circumstances which may affect academic performance.

The Grade Advancement Committee will strive for consensus when making a recommendation to retain a student. If a consensus cannot be reached, the final authority resides with the building administrator.

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If a student is retained, the Grade Advancement Committee will develop an intervention plan to ensure that the concerns raised by the retention will be addressed.

The Portage Community School District shall not discriminate in the methods, practices, and materials used for testing or evaluation of students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital status, religion, sexual orientation, or physical, emotional, mental, or learning disability or handicap.

Approved – Addendum to Policy 508 – 2-12-01

Revised - August 13, 2007

Grade 4 & 8 Promotion/Retention Diagram

