

K-8 GRADE ADVANCEMENT POLICY

The School District of Jefferson shall use multiple assessments indicating academic achievement criteria when considering whether to advance a student to a given grade K-8. The criteria shall include, but not limited to: (1) standardized and research-based achievement tests, (2) scores on the Wisconsin State achievement test [currently the WKCE], (3) teacher/staff recommendations, and (4) grade level report cards.

CRITERIA

Each student's level of academic achievement and progress will be measured throughout the school year. We use a variety of assessments. Although assessment instruments are subject to change and evolve, the following represent the assessments we currently use to gather a variety of data points regarding each student's academic achievement:

- The MAP assessment (Measures of Academic Progress), as universal screener, will be administered multiple times per year grades K-8 and will be the primary index of a student's growth.
 - Math
 - Reading
 - Language Arts
 - Science
- The state's assessment, currently the Wisconsin Knowledge and Concepts Examination (WKCE) for grades 3-8.
- For 7th and 8th graders, the EXPLORE test, which is a preparatory test for the ACT.
- For students in Kindergarten, the PALS (Phonological Awareness Literacy Screening) assessment will be administered twice a year. This instrument helps identify those students at risk of reading difficulties.
- Classroom performance and teacher recommendations will also be considered in the determination of the advancement or retention of a student.

The assessments above will be shared with parents via mail, parent-teacher conferences, school counselor meetings, and other such meetings as necessary.

All students' progress will be monitored. For those students falling far below benchmark, the school's RtI (Response to Intervention) team will determine appropriate, research-based interventions to be implemented within the RtI model; that is, additional instruction beyond the instruction provided to all students will be provided. The progress of these students will be monitored to determine the effectiveness of the intervention. If sufficient progress is not made, an alternative research-based intervention will be utilized with the same process. The parents of students identified for interventions will be notified before the process begins. They will be notified of their child's progress on a regular basis.

RESPONSE TO INTERVENTION TEAM

If a student has not met academic performance requirements, a school team will meet. The team will include the building RtI team and additionally may include the principal, school counselor, school psychologist, core

area/classroom teacher(s), and other relevant staff who work with the student on a consistent basis. Input will be solicited from parent(s), guardian(s), and other appropriate individuals. Any recommendation about advancement or retention will be made by the Response to Intervention Team.

APPEAL PROCESS:

If the student's parent(s) or guardian(s) believes that the procedures/process outlined in this policy have not been followed, an appeal may be made to the Superintendent who will determine if due process was followed. If the parent or guardian is not satisfied with the outcome of the appeal, the matter may be taken to the School Board.

ADOPTED: July 30, 2001

REVISED: June 24, 2002
December 17, 2012

REVIEW DATE: December 17, 2012

LEGAL REF.: Wisconsin Statutes: 118.30

CROSS REF.: IKEG-R, K-8 Grade Advancement Policy Guidelines

K-8 GRADE ADVANCEMENT POLICY GUIDELINES

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RESPONSE TO INTERVENTION (Grades K-8)

- A. The Response to Intervention Team, led by the building principal, may include the school psychologist, school counselor, core/classroom teacher(s), and other relevant staff who work with the student on a consistent basis. As appropriate, the parent(s) or guardian(s) and other individuals will be invited to contribute to team discussions.
- B. The team will meet regarding each student who has not responded to academic supports that have been implemented and who remains far below academic benchmarks for his or her grade level.

- C. Coordinated and scheduled by the principal, meetings and decisions regarding student retention will occur as soon as possible after the student is identified, but no later than the last day of school. An exception to this deadline is acceptable only if summer school remediation is necessary in order to make a decision regarding promotion. In this case, a decision must be made no later than August 15.
- D. The team will review multiple assessments indicating academic achievement. In addition, the team should review attendance records, previous retention(s), and previous recommendations for retention(s). The team should also study the student's ability to learn as reflected in 504 plans and IEPs for students with special needs.
- E. After reviewing all pertinent information for a particular student, the team will render a decision on grade advancement.

12/17/12

DOCUMENTATION OF GRADES K-8 STUDENT INTERVENTIONS

Student _____

Grade _____

School Year _____

I. Academic Achievement/Progress

- A. Attach documentation of MAP, WKCE, EXPLORE, PALS, report cards, and other relevant assessments.
- B. Narrative regarding assessments. The Rtl team and/or a classroom teacher will prepare a narrative regarding student assessment, achievement, and progress. (Attach the narrative to this form.)

II. Interventions

- A. Narrative regarding interventions. The Rtl team and/or the classroom teacher will prepare a narrative explaining the progress or lack of progress regarding each intervention and the amount of time each intervention was employed. (Please attach the narrative to this form).

III. Parent(s)/Guardian(s) Contacts

The Rtl team and/or the classroom teacher will prepare a document confirming multiple parent/guardian contacts. Each bullet in the narrative should identify: (a) date of contact; (b) parent(s) or guardian(s) involved; (c) employee(s) involved; (d) format of the contact [email, postal mail, meeting, etc.]; (e) nature of the contact. (Attach the narrative to this form.)

12/17/12

NOTICE OF POSSIBLE RETENTION

Student's Name _____

Date _____

School _____

Grade _____

Careful review of _____'s performance indicates several areas of continued performance deficiencies that may necessitate retention in grade _____ for another year. Specific reasons for this possibility include those items documented below. A committee will be convened to make the final decision with parental input. If retention is advised, a new intervention plan will be developed for the next year.

Academic Performance. The following grades were received in these courses:

___ Reading ___ Language Arts ___ Math ___ Science ___ Social Studies

Comments: _____

Standardized Test Performance.

The following standardized assessments revealed concerns that factor into the potential for retention:

___ MAP ___ WKCE ___ EXPLORE ___ PALS ___ Other

Comments: _____

ACKNOWLEDGMENTS

Teacher's/Team Leader's Signature _____

Date _____

Principal's Signature _____

Date _____

Acknowledgement of Receipt of Notice of Possible Retention:

Please sign and return one copy to student's teacher.

Parent/Guardian Signature _____

Date _____