

STUDENT PROMOTION AND RETENTION

Promotion – Grades Kindergarten through Eight

Except as otherwise provided, students shall, in general, be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade.

Beginning September 1, 2002, no student may be promoted from the fourth grade to the fifth grade or the eighth grade to the ninth grade unless the student has earned at least eight promotion points. Promotion points shall be awarded as follows:

1. Wisconsin Knowledge and Concepts Examination (WKCE) (Five points maximum)
 - a. Students receive one point for each score at or above the proficient level on the WKCE subtests of reading, language arts, math, social studies and science. (Four points maximum.)
 - b. Students receive one point for a score of 3.0 or higher on the Holistic Writing Scale.

Parents/guardians may opt their child out of the WKCE by submitting a letter requesting such opt out at least 20 school days prior to the date the test is to be given.

2. Academic Performance (Five points maximum)
 - a. Grade Four – Students receive one point for each passing grade in core academic areas (reading, language arts, math, social studies and science) based on the first two grading periods in grade four. A passing grade shall be a C- (1.67) or higher.
 - b. Grade Eight – Students receive one point for each passing grade in core academic areas (reading, language arts, math, social studies and science) based on the average of the final grades in the subject area in grades six and seven and the semester I grade in the subject area in grade eight. A passing grade shall be a C- (1.67) or higher.

If a student does not earn a minimum of eight promotion points, he/she may not be promoted unless he/she receives a grade advancement recommendation from a committee consisting of classroom teachers (one or two teachers for grade four, all core academic teachers for grade eight), the building principal, the guidance counselor and the School Psychologist. For special education students, the criteria for meeting the grade advancement standard shall be based on the student's individualized education program (IEP). For other students to meet the grade advancement standard, the student's promotion must be approved by a majority of the committee on at least four of the following basis (a majority vote is required in each of the four areas):

1. The student's performance on the state-required third grade reading test
2. The student's performance on standardized tests other than the third grade reading test
3. A review of the student's portfolio
4. A performance assessment
5. The student's gifted and talented program participation
6. The student's participation in summer school remedial programs

Beginning September 1, 2002, the building principal shall determine whether or not a fourth or eighth grader has met the Board's criteria for promotion.

Promotion – Grades 9 through 12

In high school, students progress from one grade to the next based on the number of credits they have earned toward graduation. Students must have earned 6 credits to become a sophomore, 11 credits to become a junior and 17 credits to become a senior.

Retention – Grades Kindergarten through Eight

It is the goal of the Marathon City School District to assist students in reaching their maximum educational potential and a variety of intervention strategies shall be employed to help achieve this goal. Retaining a student (i.e., preventing him/her from progressing to the next level) is only one of several possible intervention strategies to be used if a student is not performing up to the required standards and should be considered the option of last resort. It must never be used as a punitive measure and is not a substitute for providing ongoing assistance to the student.

Where appropriate, the determination of whether to utilize retention as the best educational alternative shall be made after careful consideration of the student's performance and various at-risk indicators.

When retention is being considered, a Student Assistance Team (SAT) shall be appointed by the building principal. The team shall consist of the student's parent(s)/guardian(s), the building principal, the student's teacher, the guidance counselor, the School Psychologist and other professionals as deemed appropriate by the building principal. Except as otherwise provided, the team has primary responsibility for making a recommendation concerning the retention of students. Beginning September 1, 2002, recommendations to retain students in grades four or eight shall be made by a committee consisting of classroom teachers (one or two teachers for grade four, all core academic teachers for grade eight), the building principal, the guidance counselor and the School Psychologist.

The building principal retains final authority to decide if a student will be retained. The principal's decision may be appealed by the student's parent(s)/guardian(s) to the District Administrator, who will review the team's/committee's recommendation and related documentation and either uphold or overrule the decision.

LEGAL REF.: Section 118.33(6) Wisconsin Statutes

CROSS REF.: Administrative Procedures Handbook

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