

School District of Lodi  
**Fourth Grade/Eighth Grade Promotion**

**No. 345.41**  
(A) 2-11-02  
(R) 12-8-14

The School District establishes the Fourth Grade Promotion Policy in compliance with Wisconsin Statute 118.33) As of September 1, 2002 the advancement of grade 4 students will be determined by academic performance and the student performance on the Wisconsin Knowledge and Concepts Examination. The following procedure will be followed:

1. Fourth Grade students who have acceptable academic performance (see definition) and who score at basic or above in reading and math as well as two of the three remaining sub-tests of the WKCE will advance to grade 5.
2. Fourth Grade students who have unacceptable academic performance but who have scored at basic or above on reading and math as well as two of the remaining subsets of the WKCE will be referred to the Intervention/Promotion Team for consideration of promotion.
3. Fourth Grade students who have unacceptable academic performance and have scored below the established criteria on the WKCE will not be promoted to grade 5.
4. Fourth Grade students who have acceptable academic performance (see definition) and who have opted out of the WCKE testing program will be promoted if recommended by Intervention/Promotion Team.

4<sup>th</sup> Grade Promotion - Children with Disabilities:

**Exceptions:** Students with disabilities (special education) and Limited English Proficient (LEP) students, as defined by state and federal laws, may be exempt from all or portions of the WKCE based on the student's Individual Educational Plan (IEP) or their score on the Limited English Proficient survey. In such cases, the district based on the recommendations of the IEP team, will use the alternate assessments identified in the student's IEP or the state's alternate assessments for LEP students to determine whether or not the student shall be promoted to fifth grade.

If a fourth grade student with a disability does not meet the promotion criteria, an IEP team recommendation shall prevail in promoting the student to the next grade level. The IEP team shall, at a minimum, consist of the parent, the student's special education teacher, regular education teacher, counselor, principal, and director of student services.

Definitions:

**Academic Performance Criteria** – Students must earn a passing grade (D- or better in their year-to-date average) in each of the core academic areas: reading, language arts, mathematics, science, and social studies.

**Wisconsin Knowledge and Concepts Exam Results Criteria** – Students must score basic or above on the reading and mathematics sub-tests and must score basic or above on two of the three remaining sub-tests (writing, science, and social studies).

**Intervention/Promotion Team:**

Composition – The Intervention/Promotion Team will be comprised of the building principal, guidance counselor, school psychologist, homeroom teacher, ~~parent~~, and when applicable the special education teacher.

Role – The team will serve two purposes: 1) develop an individual intervention plan to assist the student in achieving the criteria for promotion to grade 5, and 2) assess student progress in making promotion decisions.

Intervention/Promotion Team may consider the following elements to make decisions:

- Scores on WCKE
- Academic Performance
- Grade-level Assessments - Teacher Recommendation
- Writing Samples
- Summer School Performance

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

### **Eighth Grade Promotion**

The School District establishes the Eighth Grade Promotion Policy in compliance with Wisconsin Statute 118.30 & 118.33. As of September 1, 2002 students enrolled in eighth grade at Lodi Area Middle School will be promoted to grade nine based on the following guidelines:

#### Middle School Promotion Procedures for Grade 8:

- A. Any eighth (8<sup>th</sup>) grade student who has a cumulative GPA of 1.6 or higher and scores basic or above on four or more of the five subsets of the Wisconsin Knowledge and Concepts Exam (WKCE) and has passing grades in all of the core academic subjects of language arts, math, science, and social studies, shall be promoted to ninth (9<sup>th</sup>) grade.
- B. Any eighth (8<sup>th</sup>) grade student who has a cumulative GPA of 1.6 or higher and has two or more failing grades in any of the core academic subjects of language arts, math, science and social studies will not be promoted to ninth (9<sup>th</sup>) grade and the subsequent provisions will not apply.
- C. Any eighth (8<sup>th</sup>) grade student who has a cumulative GPA of 1.6 or higher who has failed one core academic subject and does not successfully complete the summer school or independent study requirement will not be promoted to ninth (9<sup>th</sup>) grade and the subsequent provisions will not apply.
- D. Any eighth (8<sup>th</sup>) grade student who has a cumulative GPA of 1.6 or higher and scores “minimal” on two or more of the WKCE sub-tests will be referred to the Promotion Committee for promotion consideration to ninth (9<sup>th</sup>) grade.
- E. Any eighth (8<sup>th</sup>) grade student who has a cumulative GPA of 1.6 or higher and opts out of the WCKE testing program will be referred to the promotion committee for promotion consideration to ninth (9<sup>th</sup>) grade.

#### 8<sup>th</sup> Grade Promotion - Children with Disabilities (CWD):

**Exceptions:** Students with disabilities (special education) and Limited English Proficient (LEP) students, as defined by state and federal laws, may be exempt from all or portions of the 8<sup>th</sup> grade test based on the student’s Individual Educational Plan (IEP) or their score on the Limited English Proficient survey. In such cases, the district, based on the recommendations of the IEP team, will use the alternate assessments identified in the student’s IEP or the state’s alternate assessments for LEP students to determine whether or not the student shall be promoted to the ninth grade.

If an eighth grade student with a disability does not meet the promotion criteria, and if the student is not promoted using the alternative criteria, an IEP team recommendation shall prevail in promoting the

student to the next grade level. The IEP team shall, at a minimum, consist of the parent, the student's special education teacher, regular education teacher, counselor, principal, and director of student services.

Definitions:

A. Promotion Committee:

1. Composition: The committee members will be the building principal, all 8<sup>th</sup> grade core academic teachers, the guidance counselor, and two of the student's non-core academic teachers to be appointed by the principal.
2. Role: The committee will review pre-established criteria to determine if the student meets further criteria to warrant promotion. The student must meet a minimum of four of the six criteria.

B. Promotion Committee Alternative Criteria:

1. Cumulative GPA in 8th grade of 2.0 or above
2. Writing sample score on the WKCE of 3.0 or higher
3. Student work completion
4. GPA improvement from 7th to 8th grade
5. Passed all 8th grade elective classes
6. Teacher Recommendations based solely on academic performance.

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

Legal References: Wisconsin Statutes s.118.30

Cross Reference: Policy No. 345.4 - Promotion/Retention