

MONONA GROVE SCHOOL DISTRICT

Board Policy 345.4

Monona Grove School District Promotion and High School Graduation Policy

The Monona Grove School District recognizes the need for academic standards that promote life long learning and preparation for successful transition from school to post-secondary education options, the community, and employment. Academic standards are necessary to guide outcomes for the range of students served in public education. At the same time, the diverse learning needs of students require varied instructional approaches, opportunities, services, and interventions to promote student achievement. The District supports the use of longitudinal intervention strategies as the preferred method to address student achievement needs rather than grade retention.

The educational research from the past two decades indicates that grade retention may result in the following outcomes:

- 1) An increased drop-out rate for those retained (Johnson, Sept., 2000)
- 2) A high percentage of retention among students with minority and low-income status, and children rated low in social adjustment (Reynolds, Temple, McCoy, Sept., 1997).
- 3) No improvement in academic performance following retention (Reynolds, Temple, McCoy, Sept., 1997).

This policy identifies minimal academic standards for student achievement at ***third through eighth, and tenth grades*** and high school completion. It identifies appropriate interventions, support services, and learning options for students that are not able to meet the standards due to skill deficits.

As a regular practice educators monitor student progress throughout the school year using building consultation teams to develop appropriate academic interventions designed to meet student needs. Regular parent-teacher conferences are held to inform parents of student progress. When there are student concerns regarding achievement, parents are contacted to participate in the development of a plan to promote improved achievement.

The academic performance criterion for ***third through eighth and tenth grades*** identifies the minimum criteria for academic achievement in the curriculum and in standards-based assessment using the Wisconsin Knowledge and Concepts Examination, (see Appendices A, B, C and D, Column I). When minimum standards are not met, or the student has been excused from taking the examination under s. 118.33 (2) (6), the Student Assistance Team or ***Teacher Helping Teacher (THT) Team*** will review student needs and performance data to develop a plan for achievement (See Appendix A, B, C and D, Column II). Parents are required to participate in the planning process and support students in accessing the services recommended for improved performance. Students are required to follow the recommendations in the plan for achievement. When students choose not to participate in services provided, there may be a recommendation for retention. Students who demonstrate successful completion of a plan will be recommended for promotion. ***Students in third through eighth and tenth grades*** that are at risk of not being promoted and are required to attend summer school, will be informed of final recommendations for promotion no later than August 15th.

To graduate from Monona Grove High School, a student must successfully complete 22 credits (Monona Grove School Board Policy 345.6). The Board of Education shall not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the School Board during each class period of each school day over the course of seven semesters, or the student has been enrolled in an alternative education program, as defined in s. 115.28(7)(e) 1. A diploma will be granted if the student meets the credit requirements and/or the criteria established in the alternative education program. If a student does not meet the High School Graduation Criterion identified in Appendix C, the student will be referred to the Student Assistance Team to review the student's grade point average in the past seven semesters and make recommendations involving alternate methods of instructional interventions necessary to earn a diploma. If the student attains a minimum grade point average of 2.0 cumulative for seven semesters and successfully completes a district approved remediation plan, the student may be recommended for graduation (see Appendix C, column II). Students that are at risk of not completing graduation requirements will have progress monitored throughout their high school education with recommendations for improved performance at each grade level.

SOURCES:

- 1) Wisconsin Department of Public Instruction, Suggestions for Local School Boards in Approaching the Development of High School Graduation and Fourth/Eighth Grade Advancement Policies: Implementing the Provisions of 1999 Wisconsin Act 9, Draft Guidelines, March, 2000.
- 2) Johnson, R.C., Chicago Study of Retention, Education Week, September 20, 2000.
- 3) Reynolds, A., Temple, J., McCoy, A., Grade Retention Doesn't Work, Education Week, September 17, 1997.

STATUTORY REFERENCES: 118.33 High School Graduation Standards, Criteria for Promotion

WI Statutes 115.28 (7)(e) 1, Alternative Education Programs

CROSS REFERENCE: Monona Grove School District Policy 345.6 Graduation Requirements

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