



**NOTICE OF THE MEETING OF THE
INSTRUCTIONAL COMMITTEE MEETING
SCHOOL DISTRICT OF NEW LONDON
Thursday, August 10, 2023**



PURPOSE:

The purpose of this committee is to continually review efforts with a K-12 lens to gain consistency, efficiency and effectiveness of instruction.

RESPONSIBILITIES:

To support and achieve the purposes of the Instructional Committee, the following responsibilities will be incorporated into its activities and functions:

- Assessment/strategies for Instruction/course content
- Professional development
- Communication/parent outreach
- Technology

Public notice is hereby given, as required by law, that the meeting of the Instructional Committee of the School District of New London will be held on **Thursday, August 10, 2023, at 7:00 a.m.** at the District Administration Building, 901 West Washington Street, New London, WI 54961.

Matters to be taken up and discussed at this meeting are as follows:

- A. Public Input
- B. System: promotion and retention
 - State accountability
 - Related policy
 - Current practice
- C. System: At Risk/Alt Ed
 - Current practice
 - New and enhanced programs/staffing
 - Review program goals
- D. Title I and RTI (brief review)
- E. Set agenda for next meeting

Notice is hereby given that members of the School Board may be present at this committee meeting. Although this may result in a quorum of the School Board being in attendance and, therefore, constitute a "meeting" of the School Board pursuant to State ex. Rel. Badke v. Greendale Village Board, 173 Wis.2d 553 (1993), the School Board will not take any action at this committee meeting.

Pre-Service Meeting Information and Review

Vocabulary both retention and promotion are terms that impact “holding a child back”

Retention- Students who are not promoted to the next grade level, also used to note those who do not graduate in the 4 year cohort

Promotion- How students are promoted to the next grade level.

Remediation: specific instruction on below grade level skills

Intervention: additional support often with additional staffing to work with students with need (Title I: small group, intervention, progress monitor, parent contacted)

There is specific state law on the following

1. Age at which a student can enter 4K and K
2. Requirement to have K prior to 1st grade.
3. Requires districts to have a policy related to promotion after 4th and 8th grade
4. Requirement for eligibility for education (age out 20 years)

New London Policy:

Policy 345.4 - Grade advancement [LINK](#)

- Administrative guidelines
 - 345.4 Grade Advancement [LINK](#)
 - [Chart](#)- language needs updating (WKCE is now Forward exam etc)

Policy 420 - Admission Requirements which also delve into some of this information with early admission requests

- Administrative Guidelines
 - 420 - Admission [LINK](#)

Current Practice:

- All New London Schools review student data including grades, test scores etc. on a regular basis and during the summer for data retreats when State Data is available.
- In addition to the data provided by grades and test scores, the State provides a DEWS (Drop out Early Warning System) score for students who are identified beginning in grade 5 for any of the following: Mobility (changing districts), Discipline, Attendance, and Assessments. These students are reviewed to assure they are accounted for and monitored on our “on watch”
- Data analysis model includes the following- Kid Talks, Problem Solving Teams, Title I programming, intervention, at risk and alternative education strategies, IEP, 504 and ELL planning.
- Additional intervention at all grade levels is provided as needed with regular look at student performance this is in combination with this policy as well as the best practices for use of Title IA funds. This includes a spring/summer needs assessment, regular look at student data and the use of EduClimber to track success.
- Students who are identified as struggling or behind are notified by building staff with options and strategies. Alt ed plans have been used in grades 5-12 in recent years.
- Parent rights allows parents to opt out suggested interventions, including summer school and state assessments.
- Students in grades 9-12 are not retained, but instead counseled based on age and credits earned with additional opportunities including; Catalyst Academy, GED option 2, Challenge Academy, alt ed plans and credit recovery as appropriate.
- Students with Special Education, ELL, or 504 plans have additional requirements for data review and team meetings to assure progress.

- Currently, when a student is retained we use the following letter to cover the information.
- When a student repeats a grade K-8 a WiselD is marked to allows the state to run reports regarding drop and retention.

Sample Parent Letters:

- Summer School Letter (most are contacted directly by admin or counselor)
- Intervention [SAMPLE](#)
- Retention [Parent Request](#)
- Attendance reference retention or loss to online learning [LINK](#)

Title I program page [LINK](#)

- School Wide Plans (updated annually)

Here is the DPI information on how retention data is used.

<https://dpi.wi.gov/wisedash/about-data/retention> (used and measured also on graduation rate)

All the facts, background and legislation

How is the data used by DPI on the district.

State Legislation:

118.14 Age of Pupils (4K)

118.145 Admission to High School

118.15 Compulsory Attendance

118.153 Children at risk of not graduating form highschool

118.33 High school graduation standards; criteria for promotion

1. Each school board shall adopt a written policy specifying the criteria for promoting a pupil from the 4th grade to the 5th grade and from the 8th grade to the 9th grade. The criteria shall include the pupil's score on the examination administered under s. 118.30 (1m) (a) or (am) or s. 118.301 (3), unless the pupil has been excused from taking the examination under s. 118.30 (2) (b); the pupil's academic performance; the recommendations of teachers, which shall be based solely on the pupil's academic performance; and any other academic criteria specified by the school board. Except as provided in par. (b) 1. and 3., the criteria apply to pupils enrolled in charter schools located in the school district.
1. Except as provided in subds. 2. and 3., beginning on September 1, 2011, a school board may not enroll a child in the first grade in a school in the school district, including in a charter school located in the school district, unless the child has completed 5-year-old kindergarten. Each school board that operates a 5-year-old kindergarten program shall adopt a written policy specifying the criteria for promoting a pupil from 5-year-old kindergarten to the first grade.
2. Each school board that operates a 5-year-old kindergarten program shall establish procedures, conditions, and standards for exempting a child from the requirement that the child complete kindergarten as a prerequisite to enrollment in the first grade and for reviewing the denial of an exemption upon the request of the pupil's parent or guardian.
3. A school board that operates a 5-year-old kindergarten program shall enroll in the first grade a child who has not completed kindergarten but who is otherwise eligible to be admitted to and to enroll in first grade as a new or continuing pupil at the time the child moves into this state if one of the following applies:
 - a. Before either commencing or completing first grade, the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.
 - b. Before either commencing or completing first grade the child moved into this state from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade.
4. Except as provided in subds. 5. and 6., beginning on September 1, 2011, the operator of a charter school under s. 118.40 (2r) or (2x) may not enroll a child in the first grade in the school unless the child has completed 5-year-old kindergarten. Each operator of a charter school under s. 118.40 (2r) or (2x) that operates a 5-year-old kindergarten program shall adopt a written policy specifying the criteria for promoting a pupil from 5-year-old kindergarten to the first grade.

Optional Reading

[LINK](#) UW Wis and DPI 2021

SPED parent requested retention [LINK](#)

Title IA -

All of our elementary schools use best practices in Title IA services to provide “intervention” when they are functioning below grade level. Based on the requirement this includes: Needs assessment based on data, extra instruction for those needing it, evaluation and regular measure of results.

Title I, Part A

Overview



Title I of the Every Student Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Part A, the largest part of the program, allocates funding to districts and other local educational agencies (LEAs) according to a formula based on numbers/percentages of children from low-income families. LEAs distribute much of the

funding directly to individual public schools and use the rest to support other efforts within the LEA that benefit students needing additional academic support.

Many schools receiving Part A funding operate **Schoolwide Programs**, implementing overall school improvements to ensure that systems, practices, and programs are effectively aligned to reduce gaps and support every student’s achievement. Other schools use their Part A funds to operate **Targeted Assistance Programs**, which provide services to a subgroup of identified students.

Program elements include:

- **Needs assessment and program plan design**, to ensure services are designed to meet identified needs and help ensure that resource allocation is aligned with equity goals
- **Family engagement**, to allow family perspectives to inform programming efforts and to promote coordination of school and family efforts to support students
- **Appropriately licensed teachers**, to help ensure children from low-income families have equitable access to high-quality instruction
- **Equitable participation by private school students**, to ensure that eligible students in private schools benefit from Title I services, even though private schools cannot receive Title I funds directly
- **Coordination with early childhood care providers**, to support transitions to Kindergarten