



United Community Center Schools - Promotion & Retention Policy

The school administration recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. It shall be the policy of the School that each student be moved forward in a continuous pattern of achievement and growth that aligns with his/her own development.

The United Community Center is committed to providing a rigorous, standards-based education to all students. It is the responsibility of each student to participate in their education by completing coursework as it is assigned. Every effort will be made to support students in achieving proficiency of grade level standards. However, promotion to the next grade level is not guaranteed and will be subject to consideration of the following criteria.

A student will be **PROMOTED** to the succeeding grade level when s/he has:

1. Completed the academic course requirements of the presently assigned grade level;
2. In the opinion of professional staff, achieved the instructional objectives set for the current assigned grade level;
3. Exhibited sufficient proficiency in grade level content to permit him/her to move ahead in the educational program of the next grade; and,
4. Demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience in the next grade.

3rd to 4th Grade Promotion: Based on new legislation passed in [2023 \(Wisconsin Act 20\)](#), effective June 15, 2025

- In order for 3rd grade students to be promoted to 4th grade, students must perform **at grade level** on the state standardized assessment of reading by the Spring of their 3rd grade year.
- If students **have not** reached grade-level reading proficiency by the end of 3rd grade, students will be required to do the following to be promoted to the next grade level:
 - Students must participate in an **intensive summer reading program** with at least 80% attendance during the 5th quarter summer school program
 - Parents or guardians must be notified in writing that their child has not exited the **personal reading plan** with a description of the services and supports that will be provided to support their child moving forward.
 - Students will be provided with intensive instruction services (intervention), progress monitoring, and support to remediate the identified areas of deficiency.
- **Exceptions to 3rd grade to 4th grade promotion policy:**
 - A child identified as an **English learner**; or a child with an individual education program (IEP), that indicates that taking the relevant assessments is not appropriate for that child
 - A child who scores as proficient in reading on an **alternative standardized assessment** approved by the school district
 - A child who has an **IEP or a 504 plan** indicates the child has received intensive interventions in reading for more than two years and was previously retained in 5K, grade 1, grade 2, or grade 3.
 - A child who has received **intensive interventions in reading for 2 or more school years** and was **previously retained** in 5K, grade 1, grade 2, or grade 3.



Below is the process criteria for grade level **RETENTION** consideration:

1. Preliminary discussions of retention begin in **late January** and continue into **February**. The preliminary discussions identify specific concerns that teaching staff are observing.
 - a. Three main considerations within the conversations:
 - i. Social development and interactions of the student
 - ii. Attendance in combination with any notable academic deficiencies
 - iii. Lagging academic achievement in key assessments
2. A team of representatives from the school will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;
3. Representatives from the school/district will determine whether the student is eligible for a "good cause exception" and communicate that to the parent or guardian;
 - a. If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress towards those goals and communicate that to the parent or guardian
 - b. The district/school will **not** deny any English learner advancement to 4th grade solely based on level of language proficiency
4. The district/school will not deny any student advancement to 4th grade based **solely** on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;
5. Representatives from the school/district will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;
6. After reviewing all data and considerations named above, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian;
7. Documentation of ongoing parent communications about the student performance concerns is compiled.
8. If retention is being considered, teacher(s) or pupil service team members will notify parents and provide them a copy of the retention policy **by March 1**. Representatives from the school/district will communicate long-term risks of retention to the student's parent or guardian.
9. [The Light Retention Scale](#) or a similar assessment is proctored by **April 1** by the school psychologist.
10. All the information described above is assembled and reviewed by teacher(s) and/or pupil service staff.
11. The staff recommendation is forwarded to the school principal for review no later than **April 15**.
12. The principal's decision is communicated to the parents by **May 1**.
13. Should the parents wish to challenge the principal's decision, a letter of appeal explaining the reason for requesting the reconsideration of the principal's decision and offering alternative options/solutions must be filed with UCC Schools District Administrator by **May 15**.
14. The District Administrator will review the information, hear the parent's appeal and issue a final and binding decision no later than **June 10**.



Grade-Level Retention or Promotion Recommendation Form

Student Name:		Grade:	Please Select ▾	Date:	Date
Teacher Name:		Class:		Date of Birth:	
Student Preferred Language	Please Select ▾	Primary Language Spoken at Home		Please Select ▾	
Current Additional Supports & Programs <i>(including academic, behavioral, and mental health)</i>		<input type="checkbox"/> Special Education Individual Education Plan (IEP) <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> ELL Services and ELP Plan <i>English Language Proficiency (ELP) Level:</i> <input type="checkbox"/> Reading Intervention Support <input type="checkbox"/> Math Intervention Support <input type="checkbox"/> Counseling Support <input type="checkbox"/> Personal Reading Plan <input type="checkbox"/> Other Support:			
<i>*Retention should only be considered if all interventions have been implemented and exhausted through the student's individual plan review and revisions.</i>					
Dates of Parent Discussion: <i>List all times retention/promotion was discussed as a possibility with the student's family</i>					
Reason(s) for Recommendation of Retention/Promotion: <i>List all relevant reasons to consider retaining the students</i>					
How will retention/promotion help this student and benefit their long term academic and personal success?					



Current School Year Data for Consideration of Grade-Level Retention or Promotion

Current School Year Attendance Data - Current as of __ / __ / __				
Total Days Absent	Excused Absences	Unexcused Absences	Tardies	Days Present %

NWEA MAP Assessment Data						
	FALL		WINTER		SPRING	
Assessment Area	Score	%ile	Score	%ile	Score	%ile
Reading						
Mathematics						

Early Literacy Screener Data - <i>aimswebPLUS</i> Assessments - <u>OR</u> -Other Academic Assessment Data						
	FALL		WINTER		SPRING	
Assessment Type	%ile	Acc	%ile	Acc	%ile	Acc
Overall Composite						

Academic Quarterly Grades				
Academic Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading				
Mathematics				
Writing				
Social Studies				
Science				



English Language Learner Data

ELL Student?	Date of ACCESS Testing	ACCESS Proficiency Level	# of Years in ELL Program

Retention Scale Data

Retention Scale Assessment Name	Score	Result	Analysis

Progress Monitoring Information: *List all interventions put in place to support the student's success, and the progress monitoring data collected to show the impact of these interventions.*

Additional Specific Information: *List any additional information that should be considered regarding this student.*

Date Parent Notified of Recommendation to Retain or Promote Student:

Signature of Individual Recommending Retention or Promotion

Date

Signature of Principal

Receipt Date



Long-Term Risks of Grade-Level Retention

- Students who are retained are **more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future** ([Cockx, B., Picchio, M., & Baert, S. 2018](#); [Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018](#))
- Students who are retained are **more likely to experience emotional distress** ([Buckmaster et. al. 2024](#); Carlton & Winsler 1999; [Demanet & Van Houtte 2016](#); [Goos et al. 2013b](#); Carlton, M. P., & Winsler, A. 1999; [Jimerson & Ferguson 2007](#); [Lavrijsen & Nicaise 2017](#); [Martin 2009](#); Martin 2011)
- Students who are retained are **more likely to have lower socioeconomic status and more likely to be eligible for government assistance** ([Goos, M., Pipa, J., & Peixoto, F. 2021](#))
- Students who are retained are at **higher risk for future criminal behavior** (Eren, O., Lovenheim, M., & Mocan, H. 2022)
- Students who are retained **do not achieve increased academic achievement and make less progress compared to other students** ([Silbergliitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006](#))