



United Community Center Schools - Promotion & Retention Policy

The school administration recognized 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 presently 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 \(Wisconsin Act 20\)](#)*

- 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 department
 - 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. 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**.
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**.



Bruce-Guadalupe
Community School



United Community Center
Centro de la Comunidad Unida



United Community Center
Acosta Middle School

Retention Recommendation

Student Name _____ DOB _____

Teacher _____ Student Grade Level _____

Special Education Program* Yes No

Section 504 Program* Yes No

ELL Program* Yes No

Counseling Services* Yes No

*Retention should only be considered if all interventions have been implemented and exhausted through the student's individual plan review and revisions.

Dates of Parent Discussion _____

Reason(s) for Recommendation of Retention _____

How will retention help this student and benefit their long term academic and personal success?



Related Data of the Current School Year and Signature Page

Attendance (% days present) _____

Retention Scale Assessment Name & Result _____

MAP Reading Score & Percentile: Fall ____/____% Winter ____/____% Spring ____/____%

MAP Math Score & Percentile: Fall ____/____% Winter ____/____% Spring ____/____%

Reading Level Assessment Name _____

Reading Level Assessment Score & Date _____ Percentile: _____

Access Test Score & Date _____

Quarterly Reading Grades _____

Quarterly Math Grades _____

Quarterly _____ Grades _____

Quarterly _____ Grades _____

Progress Monitoring Information _____

Other (Please Provide Specific Information) _____

Parent Notification of Retention Recommendation Date _____

Signature of Individual Recommending Retention

Date

Signature of Principal

Receipt Date