

345.3 - PROMOTION FROM 3RD GRADE TO 4TH GRADE

Section 1: Promotion Policy

The School District of Auburndale adopts this 4th grade promotion policy as of July 1, 2025, to take effect no later than September 1, 2027.

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described on the School District of Auburndale Website under Act 20. Additional details about the determination process are found in section 2 of this policy. Good cause exceptions and post promotion mandates are found in section 3 of this policy.

Section 2: Process for Making Promotion Decisions

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will include the following elements:

- A team of individuals will engage in a determination process, which shall include but not limited to the students parent(s) as defined by Wis.Stat.115.76(12) and school representatives who have the knowledge of reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include the classroom teacher, the reading specialist, any staff member who provided reading support/interventions, and a student service representative with knowledge of the social and emotional implications of grade retention.
- 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, previous universal screeners, diagnostic reading assessment, progress monitoring, classroom data, observations from the classroom teacher, observations and data related to the student's social, emotional, and behavioral functioning.
- Representatives from the school will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian.

- If the student has an IEP in an area of reading or is an English language learner, the representatives will review the student's progress toward those specific goals and communicate to the parent or guardian.
- Representatives from the school will communicate long term risks of retention to the student's parent or guardian.
- Representatives from the school will consider alternatives to retention available to the student and communicate to the parents or guardians.
- The school will NOT deny any student advancement to the 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal screener.
- The school will NOT deny any English learner advancement to the 4th grade based solely on level of language proficiency.
- The team may conclude that the promotion with applicable service and support is in the student's best interest even if the team concludes based on clear evidence that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency.
- After reviewing the data and considerations named above, representatives from the school will make a recommendation of promotion or retention to the student's parent or guardian and:
 - Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above the entire team will make one of the following choices.

- Promotion to 4th grade (with services and supports) is more appropriate than retention in 3rd grade and the student is promoted.
- The student's non completion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
- The parents or guardians and the school agree that retention with services and support is more appropriate than promotion to 4th grade and the student's parents/guardian gives written consent for retention.
- The school recommends retention, but the student's parents/guardians do NOT consent to retention. Regardless of any other facts, circumstances, or analysis the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying personal records of a personal reading plan shall be promoted to the 4th grade

under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

If a student transfers into the school as a 4th grade student and the provided records indicate the student may have met the requirements to be retained in 3rd grade the school will provide necessary support to the student.

Section 3: Post Promotion Mandates and Expectations

Per Wis. Stat. 118.33(5m)(a), any student promoted to the 4th grade after the determination process will be provided with the following:

- Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency.
- Notification to the student's parent or guardian that the student did NOT complete their personalized reading plan in 3rd grade and includes a description of the services and supports that will be provided.
- An intensive summer reading program opportunity each summer until the student advances to the 6th grade OR when the student scores at grade level (proficient) on the state summative reading assessment.

The following are good cause exceptions. Any student who meets one or more of the following exceptions may be exempt from the promotion policy, intensive summer reading program, and reading intervention requirements in 4th grade.

1. The student is identified as an English Language Learner.
2. The student has an IEP that indicates that neither taking the universal screener nor the state summative assessment in reading is appropriate for the student.
3. The student scores proficient in reading on the DLM.
4. The student has an IEP or plan to provide accommodations or services under Section 504 of the federal rehabilitation act of 1973 that indicates that the student has received intensive reading intervention for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in grades 5K, 1, 2, or 3.
5. The student has received intensive intervention in reading for 2 or more years and continues to demonstrate deficiency in reading and was previously retained in 5K, grades 1,2, or 3 for a total of 2 years.

Regardless of the good cause exceptions schools are responsible for providing instruction that meets all state and federal requirements known as Act 31.

If promoted to the 4th grade and a "good cause" exception applies to the student, then the school will provide adequate and necessary support and progress monitoring, including parent notification.

Exiting a Personalized Reading Plan

In Grade 3

Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if parents/caregivers and the school agree that the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details completion of a personal reading plan.

In 5K through grade 2

- Achieving higher than the 25 percentile on the universal screener and adequate growth (data) showing the student is making progress to achieve their goals in the Personal Reading Plan
- The classroom teacher will discuss the student's reading abilities with reading specialists to determine if they can complete the Personalized Reading Plan
- Parents will be notified upon students completing the PRP and continued interventions/support will be communicated to parents when necessary.

For 5K and grades 1 - 3, Wis. Stat. §§ 118.016 requires that the following be taken into consideration when determining whether a student is making adequate progress and likely to demonstrate grade-level skills by the end of the school year:

- in 5K, nonword or nonsense word fluency and phoneme segmentation;
- in grades 1-2, oral reading fluency; and
- in grade 3, proficiency in oral reading fluency and on the state summative reading assessment.

Adopted: June 18, 2025