

ADMINISTRATIVE POLICY 7.36
PROMOTION AND RETENTION OF STUDENTS

(1) ELEMENTARY LEVELS

(a) Retention decisions shall be made upon recommendation of the teacher, who shall carefully consider student performance to grade-level standards, age, and maturity, and who shall involve parents in the decision. The retention decision must have the concurrence of the principal.

(b) Students may be retained at selected grade levels,-K5 through grade 7, if all of the following criteria are met:

1. The student has been identified, during the school year, to be at risk of failing.
2. The parent has been notified that the child has been identified as being at risk of retention.
3. The school has provided multiple interventions or supports for the child to prevent retention and has shared extended learning opportunities with the parent.

(c) Students shall not be retained in elementary and middle-school grades more than twice. If advisable, an attempt shall be made to place the student with a different teacher.

(2) THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

(a) Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on September 1, 2025

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

(b) Definitions

“Personal Reading Plan” means a reading plan provided for five (5) year-old-kindergarten to third grade students that are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

“Limited English-Proficient Student” means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a student who has “completed” their personal reading plan if the student's parent(s) and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.

(c) Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

1. In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors, including but not limited to:
 - A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to the student, believe promotion is in the best interest of the student;
 - B. All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
 - C. Why the student has not completed their personal reading plan;
 - D. Whether or which alternatives to retention can help support the student to achieve reading proficiency;
 - E. Any other factor(s) relevant in deciding whether to retain or promote a student;
 - F. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
 - G. Whether the student is eligible for an exception contained under this policy;
 - H. The potential long-term adverse risks of retention.
2. Based on the comprehensive evaluation of factors above, the District will make one of the following determinations:
 - A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention to third grade.
 - B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
 - C. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.
 - D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

(d) Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

1. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
2. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and
3. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

(e) Exceptions to Post-Promotion Requirements

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

1. The student is identified as a Limited-English Proficient student as per the definition included in this policy;

2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
3. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
4. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades one, two, or three;
5. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one, two, or three for a total of two (2) years.

(f) Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.

(3) FOURTH- AND EIGHTH-GRADE PROMOTION REQUIREMENTS

(a) Students who are promoted from fourth grade to fifth grade or from eighth grade to ninth grade shall be required to meet at least one of three criteria:

Criterion #1: Academic performance is defined as proficiency levels in reading, English language arts, mathematics, science, and social studies as measured and defined by classroom assessments based on district-adopted grade-level standards.

Criterion #2: Test results are a proficiency level of basic or above, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and social studies.

Criterion #3: Recommendations of teachers shall be determined by a school-based team that is to include the classroom teacher(s) and uses district guidelines.

(b) The criteria must be met in the following manner:

1. Criterion #1 shall be considered first.
2. When a student meets Criterion #1, Criterion #2 and Criterion #3 are not to be considered.
3. When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.

(4) HIGH-SCHOOL PROMOTION REQUIREMENTS

(a) The following minimum number of units, or the equivalent, is required for high-school students to be promoted at the end of the school year:

1. If a student is to be promoted from ninth to tenth grade (sophomore), 5 units or more will be required.

2. If a student is to be promoted from tenth to eleventh grade (junior), 10 units or more will be required.
3. If a student is to be promoted from ~~11th to 12th~~ eleventh to twelfth grade (senior), 16 units or more will be required, and the student must be on track for graduation after the successful completion of no more than two additional semesters.

(b) A student who is admitted and enrolled into an alternative program will be identified as a senior, grade 12, for the purpose of completing graduation requirements, regardless of the number of credits earned.

(5) STUDENTS IN MIDDLE SCHOOLS WHO EARN HIGH-SCHOOL UNITS

(a) If a student in middle school takes a high-school course in seventh or eighth grade, the school may award high-school credit. Students may take courses in English language arts, mathematics, science, health, or social studies and/or meet one of the graduation requirements of an online course, service learning, or community service. The course must be the same as the course offered at the high-school level, and the course must be taught by a teacher who has the required license in the specific content area.

(b) Units obtained shall replace required content-area units required for a diploma per administrative policy. High school courses taken in seventh or eighth grade will be noted on the transcript along with the grade received. The grade/s received will not be factored into the high school grade point average.

(c) Awarding of high-school credits shall be determined after a student has demonstrated proficient or advanced performance in all standards of the course, as indicated on a district-sanctioned and -monitored comprehensive course exam in accordance with district procedures developed by the Superintendent.

(d) All recommendations for the admission of middle-school students to courses awarding high-school units will be determined by a school-based team that shall include the subject-area classroom teacher(s) and that uses the following district criteria:

Criterion #1: Academic performance is defined as advanced levels that are measured and defined by classroom assessments based on all district-adopted grade-level standards for that content area.

Criterion #2: Standardized test results show a proficiency level of advanced, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and/or social studies.

History:	Adopted 1-6-82; Revised 1-11-79, 2-22-95, 6-28-12, 7-30-13, 08-27-15; 12-20-18; 05-29-25		
Previous Coding:	Admin. Policy IKE, prior to May 1995; Admin. Policy 9.36, May 1995-August 1996		
Legal Ref.:	W.S. 118.01(2)(d), 118.07, 119.22; PL 108.265, Section 204		
Cross Ref.:	Admin. Policy	7.05	Organization of Instruction
		7.35	Student Progress Reports
		7.37	Graduation Requirements
		7.38	Assessment Program

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