

## **Bay City Public Schools K-3 Promotion/Retention for 2019-20 School Year**

### **District Responsibilities (3rd grade reading)**

- Screen and progress monitor three times a year
  - The first conducted within the first 30 days after class begins
- Students with reading deficiency
  - Provide an Individual Reading Improvement Plan within 30 days
  - Provide a written notice to parents (or legal guardian) and provide tools

### **Building/Teacher Responsibilities**

- A child study process needs to have been followed for the current year and an Instructional Support Plan needs to be completed to meet the needs of the AP or retention student for the upcoming school year.
- Students with a current iRip do not need to be Administratively Placed

### **Reading Intervention (School Support--Not all will apply)**

- Provide additional targeted small group instruction in reading
- Provide reading intervention based on pupil needs
- Provide effective instructional strategies based on the 5 components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension
- Connect intervention strategies to authentic reading and writing activities in core instruction
- Document ongoing progress monitoring
- Communicate child's progress regularly with parent(s)
- Provide tools to assist families with literacy

### Criteria for **KINDERGARTEN** Promotion - End of Year

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 4 or greater	Chapter Math Tests	Averages 75% or greater
Criterion #2	Comprehension	3 or 4 on the Storybook and/or DRA Retelling	NWEA	RIT 160
Criterion #3	NWEA	RIT 158.1		

### **KINDERGARTEN** Good Cause Criteria for Promotion

	English Language Arts		Math	
Criterion #4	Letter Names	48 of 52	Number ID	0-10
	Letter Sounds	20 of 26	Rote Count	Count to 40 by ones and tens
	Concepts of Print	16 of 21	Counts on (Rotely)	Can count on from a given number past the decade. i.e. Start at 7. (8, 9, 10, 11)
	Rhyming	7 of 8	One to One Correspondence	Counts out a set of items greater than 20.
	Blending	15 of 16	Comparing Numbers	Can compare two numbers between 1 and 10 written as numerals.
	Segmentation	6 of 7	Place Value	Can can compose and decompose numbers from 11 to 19 into ones and tens with manipulatives.
	Writing	3 of 4	Fluently add and subtract between 1 and 5.	Can solve addition and subtraction problems using manipulatives.
			Geometry	Describes shapes in positions and names shapes
Criterion #5	Intensive Reading Intervention and/or Young Fives		Intensive Math Intervention and/or Young Fives	
Criterion #6	Parent chooses to defer retention		Parent chooses to defer retention	
Criterion #7	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.

**Criteria for KINDERGARTEN Administrative Placement - End of Year**

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 3	Chapter Math Tests	Averages 60% or lower
Criterion #2	Comprehension	3 or 4 on the Storybook and/or DRA Retelling	NWEA	RIT 152
Criterion #3	NWEA	RIT 151.3		

**Instructional Supports**

A child study process (minimally Form 1) needs to have been followed for the current year and an Instructional Support Plan needs to be completed to meet the needs of the AP or retention student for the upcoming school year.

### Criteria for **FIRST GRADE** Promotion - End of Year

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 16 or greater	Chapter Math Tests	Averages 75% or greater
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 181
Criterion #3	NWEA	RIT 177.5		

### **FIRST GRADE** Good Cause Criteria for Promotion

	English Language Arts		Math	
Criterion #4	Writing	Level 3	Place Value	Can can compose and decompose any number 11 to 99 into ones and tens with manipulatives.
			Place Value	Given a two-digit number can mentally find 10 more or less
			Counts on (Rotely)	Can count on from any number past 2 decades e.g. Start at 57 and child can count to or through 77.
			Addition/Subtraction with Manipulatives	Given two sets of items student can tell you how much.e.g. 3 counters and 4 counters. How much? And how many have been taken away?
			Addition/Subtraction Numerals	Can Add and subtract numerals within 10
			Measurement & Data	Tell and write time in hours/ half
Criterion #5	Intensive Reading Intervention And Retained in 1st		Intensive Math Intervention And Retained in 1st	
Criterion #6	Parent chooses to defer retention		Parent chooses to defer retention	
Criterion #7	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.

**Criteria for FIRST GRADE Administrative Placement - End of Year**

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 12	Chapter Math Tests	Averages 60% or lower
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 174
Criterion #3	NWEA	RIT 171.5		

**Instructional Supports**

A child study process (minimally Form 1) needs to have been followed for the current year and an Instructional Support Plan needs to be completed to meet the needs of the AP or retention student for the upcoming school year.

### Criteria for **SECOND GRADE** Promotion - End of Year

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 28 or greater	Chapter Math Tests	Averages 75% or greater
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 192
Criterion #3	NWEA	RIT 188.7		

### **SECOND GRADE** Good Cause Criteria for Promotion

	English Language Arts		Math	
Criterion #4	Writing	Level 3	Place Value	Can can compose and decompose any number 101 to 999 into ones, tens, and hundreds with manipulatives.
			Skips Counts	Can skip count by 2s, 5s, 10s
			Comparing Numbers	Can compare two numerals using the symbols, <, >, =
			Mental Math	Can add any sum of two one-digit numbers.
			Addition/Subtraction Numerals	Can Add and subtract numerals within 100.
			Measurement	Estimate and measure the length of objects with appropriate tools
			Money	Solve word problems involving money
Criterion #5	Intensive Reading Intervention And Retained in 2nd		Intensive Math Intervention And Retained in 2nd	
Criterion #6	Parent chooses to defer retention		Parent chooses to defer retention	
Criterion #7	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.

<b>Criteria for <u>SECOND GRADE</u> Administrative Placement - End of Year</b>				
	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 24	Chapter Math Tests	Averages 60% or lower
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 188
Criterion #3	NWEA	RIT 184.2		
<p><b>Instructional Supports</b>            A child study process (minimally Form 1) needs to have been followed for the current year and an Instructional Support Plan needs to be completed to meet the needs of the AP or retention student for the upcoming school year.</p>				

### Criteria for THIRD GRADE Promotion - End of Year

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 38 or greater	Chapter Math Tests	Averages 75% or greater
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 203
Criterion #3	NWEA	RIT 198.6		

### THIRD GRADE Good Cause Criteria for Promotion

	English Language Arts		Math	
Criterion #4	Writing	Level 3	Skip Count and doubling	Can skip count by 2s, 3s, 5, and 10s. Understands how to double and halve a number
			Multiplication	Can build an array to represent a given multiplication problem
			Division	Can separate a set of items into equal groups
			Problem Solving	Can solve a given word problem with addition or subtraction
			Fractions	Can identify the unit fraction given a manipulative or picture.
			Measurement	Can determine the area and perimeter when given rectangular array.
Criterion #5	Intensive Reading Intervention And Retained in 3rd		Intensive Math Intervention And Retained in 3rd	
Criterion #6	Parent chooses to defer retention		Parent chooses to defer retention	
Criterion #7	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.	Intensive Tier 2 or Tier 3 intervention and demonstrates increased performance based on progress monitoring data. (increase in student achievement to the level set by the goal of the intervention).	Student will continue to receive intensive intervention in the subsequent grade level.



**Criteria for THIRD GRADE Administrative Placement - End of Year**

	English Language Arts		Math	
Criterion #1	DRA	Instructional Reading Level 34	Chapter Math Tests	Averages 60% or lower
Criterion #2	Comprehension	3 or 4 on Retelling	NWEA	RIT 199
Criterion #3	NWEA	RIT 195.6		

**Instructional Supports**

A child study process (minimally Form 1) needs to have been followed for the current year and an Instructional Support Plan needs to be completed to meet the needs of the AP or retention student for the upcoming school year.

**Bay City Public Schools  
K-3 Promotion/Retention for 2018-19 School Year**

**Administratively Placed**

**Student Retention**

**Personal Data:**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Teacher \_\_\_\_\_ Building \_\_\_\_\_ Date \_\_\_\_\_

**School Record:**

Number of years in school \_\_\_\_\_ How many schools? \_\_\_\_\_

Attendance habits/patterns \_\_\_\_\_

Has this student been retained before? \_\_\_\_\_ If so, at what grade level? \_\_\_\_\_

What would you expect the student to gain by repeating this grade?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has the student received any intervention services? Tier I II III (circle)

Explain: \_\_\_\_\_

\_\_\_\_\_

Has the student received any special education services? Yes No (circle)

Explain: \_\_\_\_\_

\_\_\_\_\_

What are the academic concerns for retaining or administratively placing this student?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Data Records:**

NWEA RIT Score \_\_\_\_\_ DRA Level \_\_\_\_\_ Comprehension \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**I Agree**     **I Disagree**

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_