



Bay City Public Schools K-3 Promotion/Retention for 2017-18 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

- Individual Reading Improvement Plan will be developed within 30 days of retention for retained and administratively placed students.

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

End of Year Criteria for Kindergarten Promotion		
Criterion #1	DRA	Instructional Reading Level 4 or greater
Criterion #2	Comprehension	3 or 4 on the Storybook and/or DRA Retelling
Criterion #3	NWEA	RIT 158.1

Kindergarten Good Cause Criteria		
Criterion #4 (all)	Letter Names	48 of 52
	Letter Sounds	20 of 26
	Concepts of Print	16 of 21
	Rhyming	7 of 8
	Blending	15 of 16
	Segmentation	6 of 7
	Writing	3 of 4
Criterion #5	Intensive Reading Intervention and/or Young Fives	
Criterion #6	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.

End of Year Criteria for Kindergarten Administrative Placement		
Criterion #1	DRA	Instructional Reading Level 3
Criterion #2	Comprehension	3 or 4 on the Storybook and/or DRA Retelling
Criterion #3	NWEA	RIT 151.3

Intervention Services

An Instructional Support Plan needs to be completed to meet the needs of the AP student.

End of Year Criteria for First Grade Promotion		
Criterion #1	DRA	Instructional Reading Level 16 or greater
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 177.5

First Grade Good Cause Criteria		
Criterion #4	Writing	Level 3
Criterion #5	Intensive Reading Intervention And Retained in 1st	
Criterion #6	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.

Criteria for First Grade Administrative Placement End of year		
Criterion #1	DRA	Instructional Reading Level 12
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 171.5
<u>Intervention Services</u>		
An Instructional Support Plan needs to be completed to meet the needs of the AP student.		

End of Year Criteria for Second Grade Promotion		
Criterion #1	DRA	Instructional Reading Level 28 or greater
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 188.7

Second Grade Good Cause Criteria		
Criterion #4	Writing	Level 3
Criterion #5	Intensive Reading Intervention And Retained in 2nd	
Criterion #6	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.

End of Year Criteria for Second Grade Administrative Placement		
Criterion #1	DRA	Instructional Reading Level 24
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 184.2
<u>Intervention Services</u> An Instructional Support Plan needs to be completed to meet the needs of the AP student.		

Criteria for Third Grade Promotion End of Year		
Criterion #1	DRA	Instructional Reading Level 38 or greater
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 198.6

Good Cause Criteria		
Criterion #4	Writing	Level 3
Criterion #5	Intensive Reading Intervention And Retained in 3rd	
Criterion #6	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.

Criteria for Third Grade Administrative Placement End of year		
Criterion #1	DRA	Instructional Reading Level 34
Criterion #2	Comprehension	3 or 4 on Retelling
Criterion #3	NWEA	RIT 195.6
<u>Intervention Services</u> An Instructional Support Plan needs to be completed to meet the needs of the AP student.		



Bay City Public Schools
Student Retention and/or Administratively Placed

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 _____
Parent Signature _____ Date _____