



GARRARD COUNTY SCHOOLS

Kindergarten Retention Decision Flowchart — KY HB 240

Guidance for determining retention based on Kentucky Reading Improvement Plan and multiple data sources

Was the student placed on a Kentucky Reading Improvement Plan (RIP) during the school year?

Yes

Yes → Continue to Gather Data for Review.

No

No → Continue MTSS Support.

Gather Data for Review

Collect multiple measures of reading performance and readiness:

- iReady Universal Screener: Compare to iRDI Cut Scores (Fall 295/ Winter 320/ Spring 344) and below 30th percentile
- Reading Diagnostic: Core Literacy Tasks or Amira results
- Progress Monitoring: Data from Reading Improvement Plan interventions
- District Common Unit Assessments: Aligned to KY Reading Standards
- HQIR & Formative Assessments: Daily evidence of mastery
- Standards-Based Report Card & Other Readiness Data: Academic, adaptive, and behavioral indicators

Student not subject to HB 240 retention requirement. Continue MTSS supports and reading interventions in Grade 1.

Did the student meet grade-level benchmarks on the universal screener?
Data sources: iReady scores, diagnostic results

OR

Did the student master Kindergarten Kentucky Reading Standards?
Data sources: District unit assessments, HQIR, progress monitoring

OR

Is the student prepared for success in first grade?
Data sources: Standards-based report card, readiness indicators (academic/adaptive/behavioral), Brigance/K screeners

Any "No" → MTSS/Retention Review.
All "Yes" → Not subject to HB 240; continue MTSS supports and reading interventions.

MTSS / Retention Review Team Discussion

Team Members: Teacher(s), Reading Interventionist, Principal/Designee, Family, and others as needed (SPED/EL).

Discussion Prompts:

- When was the Reading Improvement Plan initiated?
- What interventions were provided and for how long?
- What progress has been made?
- Are there extenuating factors (attendance, health, etc.)?
- What supports will be provided next year?

**Placement of students with an IEP or in the referral process should follow ARC decisions.*

Retain in Kindergarten

- Continue or adjust Reading Improvement Plan
- Document rationale and family communication
- Outline supports for the repeat year

Promote to Grade 1

- Continue Tier II/III reading supports
- Update Reading Improvement Plan for Grade 1
- Monitor progress through MTSS

Beginning-of-Year Re-Evaluation

At the start of the next school year, the MTSS/Retention Review Team will re-evaluate the student's readiness and updated assessment data (universal screener and diagnostic results) to confirm that the previous placement decision remains in the student's best interest.