Eastpointe Community Schools
Consideration Flow Chart for Retention

School identifies students in need of interventions

School provides interventions and works with families. School assesses student progress. Is the student making progress?

Continue interventions and periodic evaluations.

Building MTSS Cycle

School team increases supports for students with concerns:
- Adjust interventions
- Change IRIP
- Change student plan

Re-evaluate student progress every 2 to 4 weeks.

Does student remain 1-2 years below grade level at the end of first semester with little to no progress in interventions?

School team completes Light’s Retention Scale to determine if retention should be considered. If Light’s Retention Scale indicates a retention may positively impact long-term performance, principal meets with family to discuss and completes packet for retention.

Superintendent reviews packet to determine if retention is appropriate using the following considerations:

1. Has the student been enrolled less than 2 years?
2. Has the school provided intervention, monitored the intervention, and revised the intervention?
3. Has the school discussed the student in the SST process?
4. Does the student have a possible learning disability?
5. Is the student an ELL with less than 3 years instruction?
6. Has the student previously been retained?
7. What does the Light’s Retention Scale indicate?

Superintendent communicates approval to principal, assistant superintendent and pupil accounting by June 1.