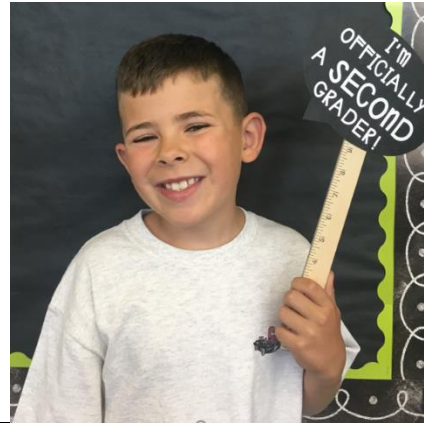


Student MTSS Profile 2019-2020

AddStudent Name: Liam Patterson
Date of Birth: 12/26/11
Grade Level: 2 nd Grade
Teacher: Julie Beaven



Strengths:
Kind, inquisitive about Science and Social Studies topics; focused on his work.

Specific Concern(s):
X Basic Reading Skills _X_ Reading Fluency _X_ Reading Comprehension __ Behavior _X_ Organization
X Written Expression __ Listening Comprehension _X_ Math Computation _X_ Math Problem Solving __ Oral Expression

Concerns Explained:
Since kindergarten, Liam’s data scores have continued to drop dramatically; he works, moves and expresses himself very slowly; he is able to blend sounds correctly, but very slowly, which affects his ability to read fluently; overall, he has low literacy retention and skills; with reminders and 1:1 help, he can sound/spell, but his fine-motor skills are low and it takes him 2-3 times longer to complete writing tasks than his peers; his math data looks good and I thought this was a strong area for him, but as we have moved into more difficult concepts, he is not able to recall facts quickly and goes back to 1-to-1 correspondence using his fingers (not counting on from one number).

Background Information:
Lots of ear infections and has tubes in his ears; Mom has dyslexia; parents are very concerned – have made appointments to talk to PCP, NoCo Dyslexia, ENT; they are looking for ways to help him outside of school.

What do you hope to get out of the MTSS meeting? (only if attending MTSS meeting)
What are the next steps in helping him? I’m tremendously concerned about Liam. As the work intensifies, his skill levels seem to continue to deteriorate. It affects his overall attitude and I am seeing a sense of frustration from him more and more. Is there more going on that is affecting his inability to read, write and perform classroom tasks?

Accommodations and modifications: (Tier 1 in home classroom)

Teacher Ideas Implemented	Outcomes and Notes	Grade Team Ideas Implemented	Outcomes and Notes
-teacher proximity and frequent check-ins -small group or 1:1 for reading, writing and math	-struggles to follow directions and get started on work when		

Student MTSS Profile 2019-2020

<p>-reclarification and modeling of directions/outcomes -use of Barton strategies and activities in reading instruction -partner work for classroom tasks when applicable -scaffolded work for math, reading and writing</p>	<p>the rest of the class has started</p> <p>-making connections; focused</p> <p>-helpful to complete tasks – working toward more independence</p> <p>-able to complete a smaller amount of work, sometimes independently</p>		
---	--	--	--

Data: (Attach screen shots of pertinent data)

Reading

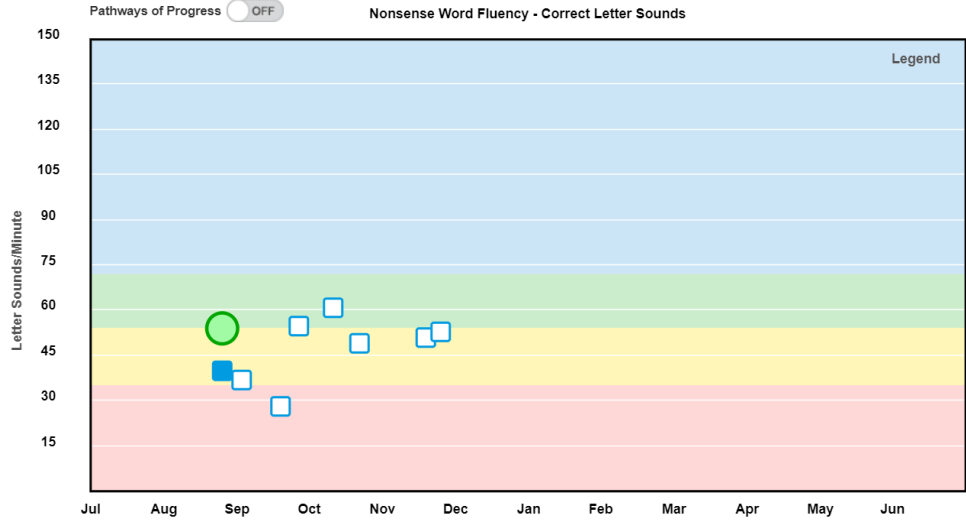
Patterson, Liam		Beaven : 2nd..., Grade 2, MOY								
		Kindergarten (2017-2018)			Grade 1 (2018-2019)			Grade 2 (2019-2020)		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next® Composite Score	11 Intensive	134 Core	175 Core	118 Core	78 Intensive	43 Intensive	11 Intensive	20 Intensive		
FSF	Score 8	31								
LNF	Score 3	39	68	35						
PSF	Score N/A	16	51	42						
NWF CLS	Score 48	56	41	44	67	40	54			
NWF WWR	Score 0	0	0	11	7	2	13			
DORF Fluency	Score 9	14	7	20	23	47	52	72	87	
DORF Accuracy	Score 56	70	54	83	78	90	90	96	97	
DORF Retell	Score N/A	N/A	0	N/A	N/A	15 N/A	16 N/A	21	27	

Dibels MOY Notes from Mrs. Beaven:

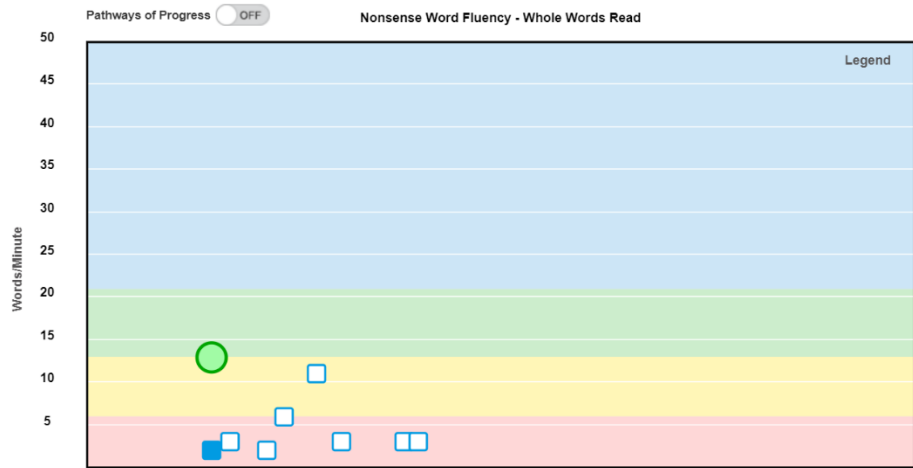
slow pace; Liam attempted to sound out most words sound-by-sound with some onset/rime word-reading in chunks; many b-d reversals; very choppy; miscues - missed the word “many” several times after teacher help with correct word, said sighting for sitting, not-a-book for notebook, l(igh)st for list, browther for brother, ah-we-some for awesome, g-r-at for great, b-and for band

Student MTSS Profile 2019-2020

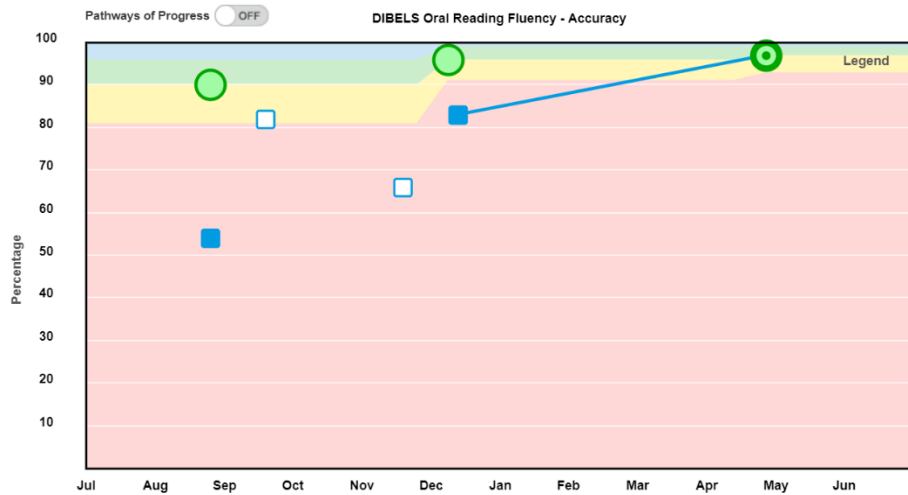
Date	Form	Score
11/25/19	PM - 7	53
11/19/19	PM - 6	51
10/22/19	PM - 5	49
10/11/19	PM - 4	61
09/27/19	PM - 3	55
09/19/19	PM - 2	28
09/03/19	PM - 1	37
08/26/19	BM BOY	40



Date	Form	Score
11/25/19	PM - 7	3
11/19/19	PM - 6	3
10/22/19	PM - 5	3
10/11/19	PM - 4	11
09/27/19	PM - 3	6
09/19/19	PM - 2	2
09/03/19	PM - 1	3
08/26/19	BM BOY	2

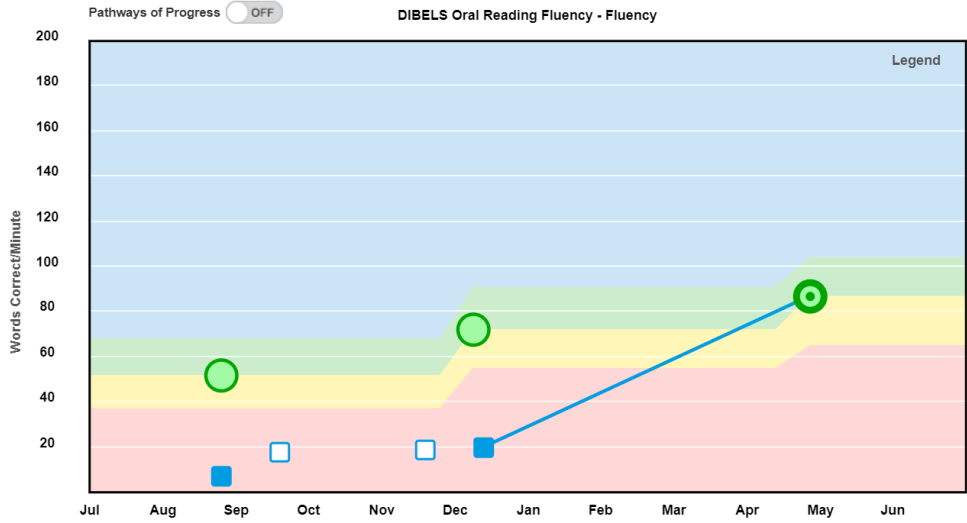



Date	Form	Score
12/13/19	BM MOY	83
11/25/19	G01-5 ‡	73
11/19/19	PM - 2	66
10/22/19	G01-4 ‡	47
10/11/19	G01-3 ‡	71
09/27/19	G01-2 ‡	83
09/19/19	PM - 1	82
09/05/19	G01-1 ‡	50
08/26/19	BM BOY	54



Student MTSS Profile 2019-2020

Date	Form	Score
12/13/19	BM MOY	20
11/25/19	G01-5 ‡	19
11/19/19	PM - 2	19
10/22/19	G01-4 ‡	7
10/11/19	G01-3 ‡	17
09/27/19	G01-2 ‡	25
09/19/19	PM - 1	18
09/05/19	G01-1 ‡	8
08/26/19	BM BOY	7





Test Record Report

Printed Tuesday, December 17, 2019 10:43:24 AM

School: Bethke Elementary School Reporting Period

Patterson, Liam
ID: 94832

Test Date	Class	Teacher	GP	SS	GE	PR	NCE	IRL	Est. ORF ^a	ZPD	Lexile® Measure
08/22/2019 ^b	Beaven	Beaven, Julie	2.00	71	0.6	3	10.4	PP	17	0.6-1.6	BR400L
10/03/2019 ^b	Beaven	Beaven, Julie	2.10	68	0.5	1	1	PP	14	0.5-1.5	BR400L
12/03/2019 ^b	Beaven	Beaven, Julie	2.30	73	0.7	2	6.7	PP	18	0.7-1.7	BR400L

Number of Tests: 3

Reading

Term	Score
FA19	154, 174, 175
SP20	171

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percent Rang
FA19	2	151-154-157			6-9-1

Student MTSS Profile 2019-2020

Math:



Test Record Report

Printed Tuesday, November 5, 2019 10:28:58 AM

1

School: Bethke Elementary School

Reporting Period: 8/10/2015 - 8/9/2020
(2019-2020)

Patterson, Liam

ID: 94832

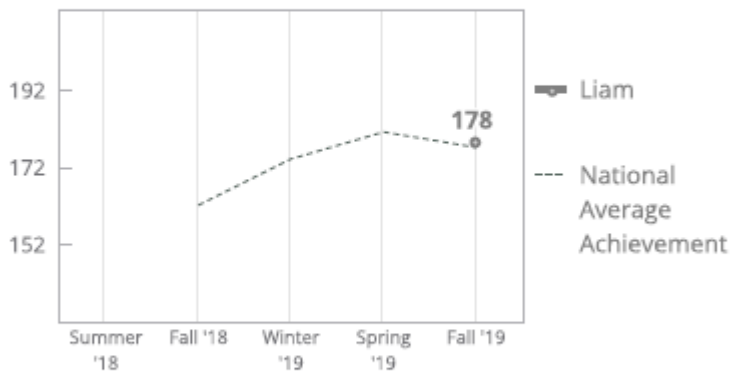
Test Date	Class	Teacher	GP	SS	GE	PR	NCE
09/13/2018	⚡ Harras	Harras, Cassandra	1.04	309	1.3	67	59
10/31/2018	⚡ Harras	Harras, Cassandra	1.19	202	<1	19	32
11/09/2018	⚡ Harras	Harras, Cassandra	1.22	314	1.3	57	54
03/06/2019	⚡ Harras	Harras, Cassandra	1.61	392	2.0	66	59
05/10/2019	⚡ Harras	Harras, Cassandra	1.83	350	1.6	37	43
08/27/2019	⚡ Beaven	Beaven, Julie	2.00	351	1.6	22	34
10/08/2019*	⚡ Beaven	Beaven, Julie	2.12	374	1.8	26	37

Number of Tests: 7




Mathematics

Average Achievement 53rd Percentile



Liam's overall score (RIT score) was a 178 on a scale of 100-350. Your child is in the 53rd percentile, which means they scored better than 53% of their peers.

Student MTSS Profile 2019-2020

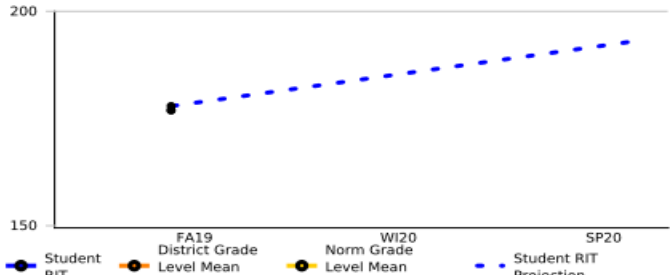


Student Progress Report

Patterson, Liam M.
 Student ID: 94832
 District: Poudre School District R-1 (Fort Collins)
 School: Bethke Elementary
 Term Rostered: Fall 2019-2020

Norms Reference Data: 2015
 Growth Comparison Period: Fall to Spring

Mathematics




Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	2	175-178-181			44-53-62

● Student RIT
 ● District Grade Level Mean RIT
 ● Norm Grade Level Mean RIT
 - - - Student RIT Projection

Mathematics Goals Performance - Fall 2019-2020

Operations and Algebraic Thinking	Avg	Number and Operations
Measurement and Data	Avg	Geometry



Annual Progress Report

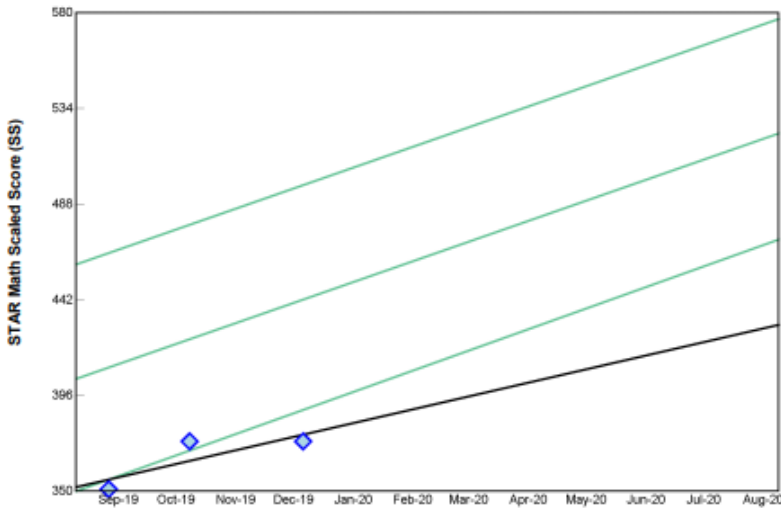
Printed Tuesday, December 17, 2019 2:46:34 PM

1

School: Bethke Elementary School Reporting Period: 8/10/2019 - 8/9/2020

Report Options
 Group By: Student
 Comparison: National Norm Reference

Patterson, Liam
 Grade: 2 Teacher: Mrs. J. Beaven
 ID: 94832 Class: Beaven



◆ Enterprise Test Score
◇ Non-Enterprise Test Score
 — Trend line is statistically calculated after three or more tests to show the direction the scores are moving.
 — PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade.

Test	Date	Scaled Score	GE	PR	PR Range	NCE
1	8/27/2019	351	1.8	22	13 - 34	34
2	10/8/2019	374	1.8	26	17 - 38	37
3	12/6/2019	374	1.8	19	11 - 30	32

Student MTSS Profile 2019-2020

MOY Acadience Math:

Went from 33rd to 6th percentile on Concepts, went from 8th to the 3rd percentile on computation.
 Comp gap= 3.6 Concepts gap= 4 STAR Gap- 102

2nd Grade Math Intervention Data 19-20															
12/11/19	Name	NOTES	Teacher	Fall STAR		Fall MAP		BOY Aca.			Winter STAR		MOY Aca.		
				%ile	SS	%ile	RIT	Comp	C&A	AMCS	%ile	SS	Comp	C&A	AMCS
Time 11:15-11:40				35		40		6	14	24	35		11	24	46
	1 Patterson, Liam	MTSS	Beaven	22	351	53	178	2	10	12	19	374	3	6	11

Intervention (Tier 2- out of classroom intervention or push in)

Date of meeting: 11/2019

Specific Skill Needed & Measurable Goal:

NWF – 54 CLS by MOY testing/13WWR by MOY testing
 PA – 5/6 on all PAST items

Research-Based Intervention Strategy: PA- Intervention activities OG Multi-Sensory strategies for phonics instruction/Red Word instruction Additional Writing Intervention Lexia	Staff Providing Intervention: Carla Hewitt Started 10/14
DIBELS NWF- CLS/WWR OG- Skill recording sheets PAST	Progress Monitoring Tool and frequency: Every other week Weekly As we complete instruction
EnVision MDIS interventions correlated to class	Lauren Pegg Acadience math every other week Goal- 6 pts on computation probe by 12/16/19

Does the student need to be brought to the MTSS team? Yes No

If yes, teacher brings this form to an MTSS consultant (K-2 academic: Carla, 3-5 academic: Bri, K-5 behavior: Christie)

Only needed for MTSS committee:

MTSS Meeting #1

Date of meeting: 11/2019

Brainstorming Notes:

Julie is very worried. Usually very grumpy and frowning. Loves science and has good background. Worried about math, writing, executive functioning. Mom says she has dyslexia. He tries so hard. Works at a very slow pace. Can't read 1st grade passage. It's starting to be noticeable and he is starting to show frustration. She thinks this is why he is sad and grumpy. Maps math does not correlate with what Julie is seeing in class. He does not have place value and basic number sense. With all the supports he is getting, he is still falling further and further behind.

Student MTSS Profile 2019-2020

Mom said he has had a lot of ear infections and has tubes in his ear. Parents are VERY concerned and don't know what else to do.

Ibby did a speech screen last year. No notes in file; we will check on that.

Working memory component??

Meeting with Ibby – 11/7/19

He had a speech IEP for articulation only – exited

April 2019 – speech screening for following directions 10/10 and 7/10 Word Knowledge 4/6 and 4/7-

This amount of screening did not show concern.

- Outcomes: Objective for six additional weeks of intervention:
 - This is a new intervention and/or progress monitoring tool
 - Increased duration, frequency, intensity of existing interventions
 - Details:
 - Christie observation for executive functioning
 - Work on Social Emotional component/ reward maybe to read to kinder (Julie filling out a behavior request)
 - Ask about Lexia at home? Anxiety?
 - Gap analysis
- DIBELS – 141/11 - 13.0 Gap 2%
STAR – 219/72 - 3.0 Gap 3%
MAPS – 200/154 - 1.3 Gap 9%
5th %ile on Acadience probes
Continues to decline on all math assessments.

Next Step:

Add him to math intervention revisit in December

- **Date of re-evaluation of progress: 12/18/19**

- Targeted assessment by IS team
- Full referral to IS team for SPED assessment

MTSS Follow-Up Meeting #2

Date of meeting: 12/18/19

Brainstorming Notes:

MOY% and GAP Analysis:

BOY MAPS – 9% / 1.3 GAP

Student MTSS Profile 2019-2020

STAR – 2% / 3.6 GAP

DIBELS – 1% / 9.5 GAP

Went down in math across assessments

In two math intervention groups- one with Jamie T and I with Lauren. One is working on Kindergarten number sense. Other group is working on grade level foundational skills. Really struggling.

Parents are trying to support at home.

Memory piece or cognitive piece? Lexia?

Reading is still a big concern: still reading sound-by-sound

Went from 7 to 20 whole words read.

Gap is getting wider as work is increasing.

Writing is also a concern. OT concern?

Struggles to look like a learner. Christie observed and notices negativity and lack of attention. He is in a small group with her.

- Outcomes: Objective for six additional weeks of intervention:
 - This is a new intervention and/or progress monitoring tool
 - Increased duration, frequency, intensity of existing interventions
 - Details:
 - Date of re-evaluation of progress:
- ✘ Targeted assessment by IS team
- ✘ Full referral to IS team for SPED assessment
- Other:

Additional Notes and Communications:

****Date and color code as needed****