



Bethke Elementary

5100 School House Dr. Timnath, CO 80547

January 10, 2020

Dear Integrated Services Team:

The Bethke MTSS Team is formally requesting additional testing in all areas for Liam Patterson. Liam is currently in second grade in Mrs. Beaven's homeroom. Despite significant interventions since kindergarten Liam has made little progress in basic reading skills, reading fluency, reading comprehension, written expression, math computation, and math problem solving.

Student Educational Experiences

Liam has attended Bethke Elementary since the beginning of kindergarten. English is the only language spoken in the home and Liam is not involved with the ELD program. Liam has not received prior special educational experiences.

Since kindergarten, Liam's data scores have continued to drop dramatically. He works, moves, and expresses himself very slowly. When reading he is able to blend sounds correctly but very slowly, which negatively impacts his fluency. With reminders and 1:1 help Liam can sound out words to spell, but his fine-motor skills are weak and it takes him 2-3 times longer to complete writing tasks than his peers. At one point in second grade math appeared to be a strength but as concepts have become more difficult, he has been unable to recall facts quickly and he reverts to counting on his fingers rather than counting on. As the workload intensifies, Liam's skill level continues to deteriorate. He is becoming increasingly frustrated and is developing a negative attitude toward school.

Student Strengths and Interests

Liam is a kind and playful boy. He is very inquisitive about science and social studies. He is able to focus during work time. His parents are very supportive of school and are seeking help for him from outside professionals including primary care physician, an ENT, and the NoCo Dyslexia Center.

Medical Information and Records

Liam has a history of ear infections and has tubes in his ears. There is a history of dyslexia in the family.

Current Accommodations

Teacher proximity; frequent check-ins; small group or 1:1 instruction whenever possible; reclarification and modeling of directions and expected outcomes; use of Barton strategies and activities in reading instruction; partner work for classroom tasks when applicable, scaffolded work for math, reading and writing. Liam is given breaks during literacy intervention and an opportunity to walk a lap around the literacy intervention room between his phonics and writing groups.

Intervention History

Since the beginning of the year, Liam has received interventions including but not limited to: Math intervention, four days a week for 25 minutes to work on basic computation and problem solving. He also works with a para and one other student for 10 minutes, five days a week on basic number identification and quantity comparisons. These interventions are being provided by and progress monitored by Lauren Pegg, math interventionist, using Acadience Math and STAR Math assessments.

Literacy Intervention: phonics intervention using OG multi-sensory learning thirty minutes a day/five days a week. Writing intervention focusing on handwriting, grammar instruction, and written expression –using Patterns of Power thirty minutes a day/four days a week. Both intervention groups are being provided by Carla Hewitt, literacy interventionist and progress monitored by Carla Hewitt and Julie Beaven, classroom teacher. Liam also has a Lexia subscription and has been encouraged to use it at home.

Parent Contact History

Parents are aware of Liam’s areas of need. Julie Beaven has discussed concerns on several occasions, at conferences, on the phone, via email. Parents were informed about this referral on January 7, 2020. Please see contact log below:

Date	Type of Contact	Outcome
10/18/19	Parent/Teacher Conference	Teacher expressed concerns and parents were very supportive and understanding; first notification of mom having dyslexia struggles herself
10/31/10	Phone Conference with both parents	Follow-up with parents things discussed at conferences and discussed a plan moving forward, including LP being discussed at upcoming MTSS meeting; mom relayed information about possible assessment being done at NoCo Dyslexia and said that he was also going to have another appointment with his ENT regarding recheck on his hearing
11/08/19	Email communication	Follow-up with parents regarding MTSS plan for monitoring for 6 weeks; will touch base again after that time frame
01/07/20	Email communication	Follow-up with parents regarding MTSS decision for referral to IS due to lack of growth

Supporting Data

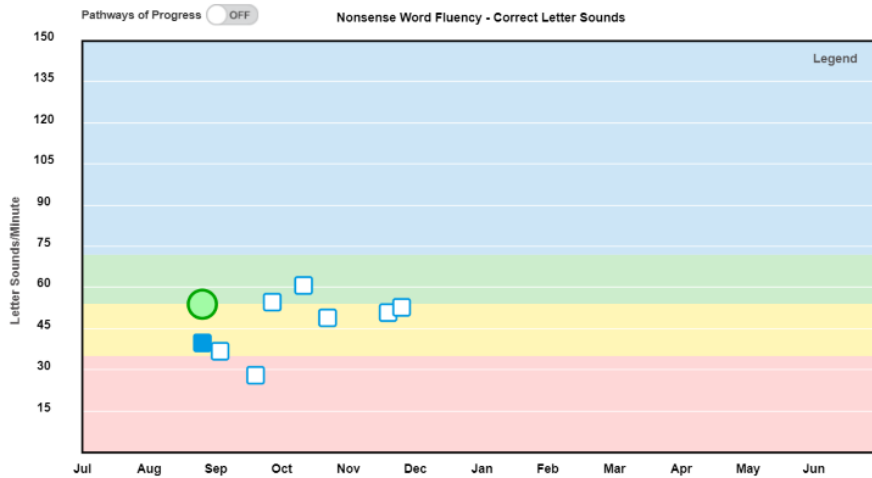
Grade Level	Tier	Intervention or Support	Minutes	Result
K	2	PA/Reading Strategies	20 Minutes/4X week	EOY – at Benchmark
1	2	Phonics Intervention – small group/OG, Reading Recovery Mrs. Hewitt	30 Minutes/5X week	Remained Well Below Benchmark
	3	Additional small group phonics/spelling intervention – 95% Mrs. Hewitt	20 Minutes/4X week	Remained Well Below Benchmark
2	2	Mrs. Pegg Math Intervention small group	25 min 4x/wk	In progress
	3	Jamie Thompson and 2 kids, basic numbers	10 min 5x/wk	In progress
	2	Phonics Intervention – small group – PA/OG Multi-sensory for red and green words/95% Group Mrs. Hewitt	30 Minutes/5X week	In Progress
	3	Writing Intervention – very small group - Patterns of Power Mrs. Hewitt		In Progress

Patterson, Liam

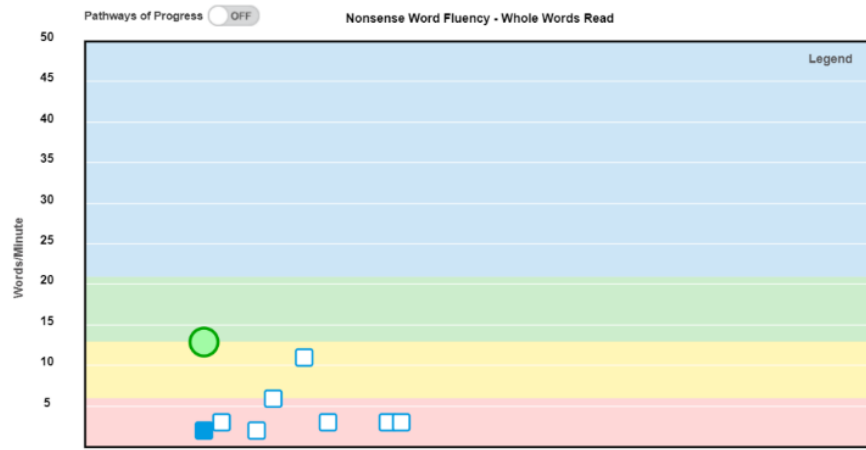
Beaven : 2nd..., Grade 2, MOY

		Kindergarten (2017-2018)			Grade 1 (2018-2019)			Grade 2 (2019-2020)		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next®		● 11	● 134	● 175	● 118	● 78	● 43	● 11	● 20	
Composite Score		Intensive	Core	Core	Core	Intensive	Intensive	Intensive	Intensive	
FSF	Score	8	31							
	Goal	10	30							
LNf	Score	3	39	68	35					
	Goal	N/A	N/A	N/A	N/A					
PSF	Score		16	51	42					
	Goal		20	40	40					
NWF	Score		48	56	41	44	67	40		
CLS	Goal		17	28	27	43	58	54		
NWF	Score		0	0	0	11	7	2		
WWR	Goal		N/A	N/A	1	8	13	13		
DORF	Score					9	14	7	20	
Fluency	Goal					23	47	52	72	87
DORF	Score					56	70	54	83	
Accuracy	Goal					78	90	90	96	97
DORF	Score					N/A	N/A	0	N/A	
Retell	Goal					N/A	15 N/A	16 N/A	21	27

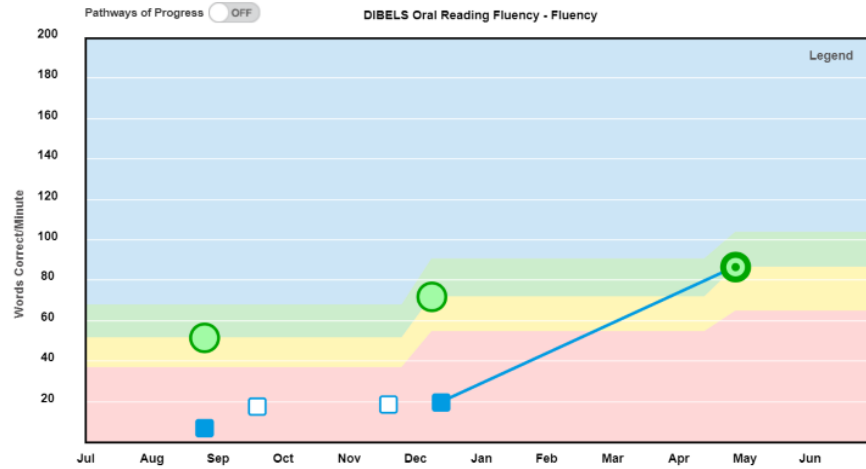
Date	Form	Score
11/25/19	PM - 7	53
11/19/19	PM - 6	51
10/22/19	PM - 5	49
10/11/19	PM - 4	61
09/27/19	PM - 3	55
09/19/19	PM - 2	28
09/03/19	PM - 1	37
08/26/19	BM BOY	40



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	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

1

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

School: Bethke Elementary School

Reporting Period: 4/1/2019 - 8/9/2020
(Custom)

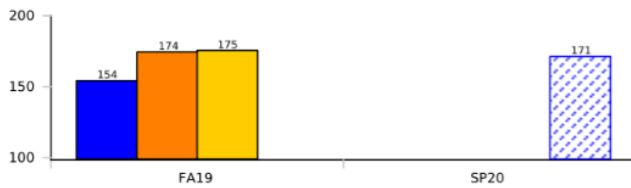
Patterson, Liam

ID: 94832

Test Date	Class	Teacher	GP	SS	GE	PR	NCE	IRL	Est. ORF ²	ZPD	Lexile® Measure	Lexile® Range
08/22/2019 ^a	Beaven	Beaven, Julie	2.00	71	0.6	3	10.4	PP	17	0.6-1.6	BR400L	BR400L-BR350L
10/03/2019 ^b	Beaven	Beaven, Julie	2.10	68	0.5	1	1	PP	14	0.5-1.5	BR400L	BR400L-BR350L
12/03/2019 ^b	Beaven	Beaven, Julie	2.30	73	0.7	2	6.7	PP	18	0.7-1.7	BR400L	BR400L-BR350L

Number of Tests: 3

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	2	151-154-157			6-9-13

School: Bethke Elementary School

Reporting Period: 8/10/2016 - 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 ^a	⚡ Beaven	Beaven, Julie	2.12	374	1.8	26	37
12/06/2019 ^a	⚡ Beaven	Beaven, Julie	2.31	374	1.8	19	32

Number of Tests: 8

MOY Acadience Math:

Went from 33rd to 6th percentile on Concepts, went from 8th to the 3rd percentile on Computation. 5th percentile on First Grade Level Probes given at 2nd grade MOY- Next Number Fluency, and Missing Number Fluency.

Math gaps as of 12/2019: Comp gap= 3.6, Concepts gap= 4, STAR Gap- 1.2

12/11/19		2nd Grade Math Intervention Data 19-20													
	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

We believe progress monitoring data and history of intervention support our request for evaluation and we respectfully submit this referral for consideration.

Sincerely,

Bri, Schupp, Carla Hewitt, Lauren Pegg, Christie McPhail

Bethke MTSS coordinators

cc:Parent/Guardian