



Is the student performing consistently with in instructional level?  
(i.e.: does the student refuse to complete assigned tasks?)

Teacher reports that student works below class average but all grades are passing. No specific information available concerning class average.

Summary of discipline reports:

N/A - Report card reports "Positive, Enthusiastic Learner"

Results of LEA and state evaluations, benchmark testing, and/or universal screeners?

Stanford: Rdg. 22; Mth 39; Lang. 45; Spelling 19

How does student compare to others in the LEA and/or atcampus level on local and state evaluations?

Information not available

Present and previous grades?

All grades 83 and above with classroom modifications given in spelling. Student is given the spelling list on Friday, class receives it on Monday of the next week with the test given on the following Friday.

Classroom observation and teacher information:

No behavior issues reported. Teacher reports that the student comprehends when read aloud to her, completes all assigned work and has age appropriate social skills. Student struggles with retaining learned information, letter reversals, decoding skills, reading comprehension, and spelling.

Does the student receive tutorial, remedial, compensatory or other services for support? **Yes or NO**

If yes, what kind of support services is the student receiving?

Student received learning center support 10/06-5/07. Student was enrolled in campus dyslexia program 10/06.

What is the frequency, duration, and result of the service?

Learning center on "as needed" basis. Dyslexic intervention 2days/wk. for 30 minutes.

Does the or review of Response to Intervention (RTI) indicate that the student may have a disability **YES or NO**  
(Please attach RTI documentation that is utilized to make this determination including data-based documentation of repeated assessments of achievement at reasonable intervals.)

**Tier 1: High Quality Instruction and Behavioral Supports/Results**

Student has had opportunity and access to the TEKS based curriculum adopted by "ISD". The curriculum addresses the (5) areas of reading, math, and written language.

**Tier 2: Targeted Strategic Interventions/Results**

Intervention: Spring semester.  
Duration of Intervention: 1 semester  
Frequency: 2x/wk  
Measurable Outcome: Teacher reports progress, then regression

**Tier 3: Targeted Intensive Interventions/Results**

Intervention: Summer Tutorial program - "Take Flight" by Scottish Rite  
Duration of Intervention: 7 weeks  
Frequency: 2x/wk  
Measurable Outcome: Teacher reports significant progress

What learning difficulties do the parents feel the student might have?

Parent indicated that the student has difficulty reading and retaining information. Scottish Rite diagnosis of Dyslexia

**Exclusionary Factors:**

Are there any emotional/behavioral/attention factors, which are interfering with the student's ability to profit from the general education curriculum? **Yes or No** If yes, explain:

**No emotional/behavioral/attention factors that may be impeding the student's educational progress have been identified.**

Are there any medical issues (e.g. vision, hearing, motor) which might impact the student's ability to profit from the general education curriculum? **Yes or No** If yes, explain:

While the student did miss a significant number of days during the spring semester of 06-07, no overall medical issues that might indicate OHI eligibility were identified.

Does the student have limited English proficiency? **Yes or No** If yes, explain:

**Student does have low language skills that may be affecting her progress in reading.**

Does the student's intellectual ability above the range of mental retardation? **Yes or No**

Student's cognitive abilities are in the average range of development.

Are there any socio/economic issues (e.g. enviromental, cultural, or economic disadvantages) that may be affecting which might impact the student's ability to profit from the general education curriculum? **Yes or No**

No socio/economic issues that may be affecting the student's educational performance have been identified.

Recommendations for Interventions: (consider strengths and weaknesses)

**1. Student be identified as SI and receive interventions to remediate language deficits. (2) Student receive research based intervention for phonological awareness and phonological memory**

Summary Paragraph:

Student's cognitive skills in all areas of measured cognitive functioning and achievement are in the average range of development. Weaknesses were identified in the areas of expressive language, phonological awareness, phonological memory, and associative memory.

**Signature of Case Review Team:**

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