MINUTES

Attendees Present: Amber Caver, Andy Chan, Gertrude Hilty, Ardalia Idlebird, Traci Latson, Gail McGee, Rene Sanchez, Daniel Santos, Clifford Thomas, Ken Williams, Bernadette Cardenas and Abby Martinez.

Meeting was called to order at 5:05 p.m.

- **Welcome** - Bernadette Cardenas, Director - Office of Student Support, welcomed the District Advisory Committee (DAC) members and guests.

- **Resource Allocation Advisory Committee** - Andy Chan, Parent Community Member
  
  - Prediction of 7 plus million dollars lost in this upcoming year budget.
  - Projection of 22 to 23 hundred students lost in the next school year.
  - 2 new Charter schools will be opening in our district area next school year.
  - The realization that closing of schools is not necessary the answer.

Items Discussed:

- Developing strategies shortfall of coming up within the budget.
- The loss off student population leaving our district.
- ADA (Average Daily Attendance) are down.
- PUA model was the best model for the district at - Principals decision.
- HISD will have 5 years of major hurt due to budget shortfalls.
- SWOT analysis (Strength Weakness, Opportunities, Treats) we talked about the fact of external forces Harvey, Charter Schools, Private Schools and families are moving out of flooding areas.

Questions:

- Any talk on funding or another strategy to prevent losing 22 to 23 hundred students? Marketing and promoting campus thru social media.
- Was there ever discussion regarding a district of innovation status since charter schools and other districts with that status can begin 2 weeks earlier? No
- Have you looked at how not having full time nurses affects the school? None of that was talked about or looked at in RAC meeting

- **Office of Interventions and Special Populations, Special Education, Multilingual and GT** - Courtney Busby, Officer & Hannah Harvey, Director

Items Discussed:

- All 6 area offices have an assigned IAT Manager, a Dyslexia Team Leads, Special Education SR manager.
- All campuses receive an IAT expectation, principals are the leader of group but sometime assign an AP.
- IAT team comes together to look at a student profile, data, behavior, health and medical. etc.
- District RTI Protocol is how campus starts looking at how to TIER each student and where to place them.
- Screening Report Intervention Groups. (Handout)
- Kinder and 1<sup>st</sup> graders take Start Early literacy and principal are being trained that this is a way to be a possible screener for dyslexia.
- Screening tool is not only for reading it’s also for math.
- IAT managers also have other members TDS (Teacher Development Specialist) these individuals in each area have a reading IAT and math IAT. To help teachers and support in a classroom with small group
instruction, what type of resource they can use to support student in intervention, how to coordinate work station activity's.
- IAT managers also work with campuses to make sure they respond to parent requests regarding evaluation for testing. IAT chairperson will record that there is a request on Easy IEP the system will then prompt them what will be the next step.
- Secondary Curriculum and Development - writing toolkit for each content area.
  www.tinyurl.com/elawritingtoolkit (if link doesn’t open, copy and paste in a new browser)
- Everyone has a different perspective but from curriculum’s standpoint it being recorded on who is using it and those using it have higher scores.
- RTI has been a protocol around for years. Intervention office now has a team that exist that will support campus to embrace best practices. Tool kits are given to teachers to show them why it works.
- Dyslexia is a service who has partnership with Neuhaus.

Questions:
- Does every request go into Easy IEP even if student does not qualify? Yes, every request gets logged into Easy IEP
- Do nurses have access to Easy IEP? No
- Is Secondary Curriculum and Development writing toolkit the first year? It's been the first year that it has been published.
- What does an IAT Manager responsibility? IAT Manager must visit their campuses assigned at least once per 6 weeks. Each campus also has an IAT Liaison that person receives a stipend to ensure that the campus is following IAT procedures, that they are having meeting, kids are being referred and that responses are being responded of evaluation about the student’s evaluation. When IAT Manager visits a campus they first meet with IAT Liaison even Principal or AP. They go through the binder and ask for minute meetings and review data.
- Are IAT Managers going to all campus every 6 weeks? At least once per six weeks. Was this implemented last year? Yes, Last year was the first year.

The meeting adjourned 6:35
<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
<td>Erika Alexander</td>
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<td>Nicole Alexander</td>
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<td>Debora Banner</td>
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<td>Sarah Becker</td>
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<td>Crystal Borski</td>
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<td>Maria Carrillo</td>
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<td>Amber Caver</td>
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<td>Mitka Chacon</td>
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<td>Andy Chan</td>
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<td>Karina Guzman</td>
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<td>Coretta Mallet</td>
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<td>Gail McGee</td>
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<td>Linda Montoya</td>
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<td>Rudy Reyes</td>
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<td>Shawn Bosell Rushing</td>
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<td>Christopher Saikin</td>
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<td>Rene Sanchez</td>
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<td>Daniel Santos</td>
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<td>Emily Smith</td>
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<td>Samuel Maldonado</td>
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**District Advisory Committee (DAC) Meeting**  
December 6, 2018 – 5:00 p.m.  
Hattie Mae White Building – 2E02

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**AGENDA**

| **Welcome** | Bernadette Cardenas, Director  
Office of Student Support |
|-------------|-------------------------------|
| **Student Interventions** | Courtney Busby, Officer  
Hannah Harvey, Director  
Office of Interventions  
Special Populations |
| **Resource Allocation Advisory Committee** | Bernadette Cardenas  
Andy Chan  
Daniel Santos |
| **Closing** | Bernadette Cardenas |

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**NOTES:**

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Office of Interventions
Interventions Office

- Response to Intervention/ Intervention Assistance Team (RTI/IAT)
- Dyslexia Services
Intervention Assistance Team (IAT) Expectations

HISD Campuses PK-12

- Each campus must establish an IAT and require members to attend mandated training. Alternatively, several campus IATs may be formed around meaningful student groupings (e.g., grade levels, College and Career Pathways, etc.) each with the same expectations.

- The campus principal or assistant principal/dean is responsible for the role of IAT Campus Administrator and oversees functions and outcomes of the IAT(s). Each campus will appoint an IAT Chairperson(s) to run the day-to-day process of the IAT.

- Implementation of an intervention process for students not meeting expectations in reading, math, and/or behavior is expected for grades PK-12. Intervention needs are identified through data collected informally and formally.

- Regularly scheduled campus IAT meetings occur, at minimum, every two to three weeks and as needed to address parent requests within the 15-school day timeline, to fulfill two distinct functions: (1) Analyze universal screening data in order to interpret trends in core instruction and identify struggling learners who fall below cutoff scores. (2) Focus on problem-solving individual student needs with interventions aimed at increasing the learning rate of the struggling learner. Minutes and agendas are readily accessible for review by the SSO and IAT Support Team.

- Assigned campus staff will implement and document interventions at the frequency, duration, and intensity agreed upon by the IAT.

- Progress will be monitored, and adjustments made when student growth is not closing the gap between current level and desired level at a sufficient rate.
### District RTI Protocol

**RTI - Academic Response to Intervention Flowchart**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Program</th>
<th>Grouping</th>
<th>Assessment</th>
<th>Individuals Responsible for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Quality research-based Instructional strategies</td>
<td>General education classroom</td>
<td>Benchmark 3 times per year (more frequently once identified at risk)</td>
<td>General education teacher</td>
</tr>
</tbody>
</table>

**Effective Instructional Practices/Behavior Systems in place for ALL students**

- Administrator predicts/collect baseline data (Universal Screener)
- Determine students who have performed significantly below same grade peers
- Determine specific deficit (e.g., attendance, behavior, academic); review data with grade level/support staff and develop a schedule for intervention and progress monitoring
- Review progress monitoring data with grade level/support staff (PLCs/grade level meetings)

**Significant progress not demonstrated: continue TIER I**

**Significant progress demonstrated: continue TIER I**

** Expedited IAT Process: IAT may determine an expedited process if necessary**

<table>
<thead>
<tr>
<th>TIER II</th>
<th>Focus</th>
<th>Program</th>
<th>Grouping</th>
<th>Assessment</th>
<th>Individuals Responsible for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with substantial difficulties who have not responded to TIER I (receive TIER I &amp; II)</td>
<td>Quality research-based instructional strategies programs that supplement TIER I interventions at 90 minutes per week (e.g., 5 sessions per week)</td>
<td>Homogeneous small group instruction (1-5)</td>
<td>Monitor progress b-weekly</td>
<td>Personal determined during PLC/Grade Level Team Meeting (IAT meeting (Teacher specialist) etc). Gen. Ed. Teacher continues TIER I Instruction</td>
<td></td>
</tr>
</tbody>
</table>

90 minutes per week of supplemental practice on a skill at instructional level/ Progress Monitoring is bi-weekly/ Re-examine interventions after 4-6 weeks

**Significant progress demonstrated: continue TIER II**

**Significant progress not demonstrated: continue TIER II**

<table>
<thead>
<tr>
<th>TIER III</th>
<th>Focus</th>
<th>Program</th>
<th>Grouping</th>
<th>Assessment</th>
<th>Individuals Responsible for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with distinct difficulties who have not responded to TIER I &amp; TIER II (receive TIER III)</td>
<td>Quality research-based instructional strategies programs (more explicit and/or intensive than TIER II) at one 60-minute session per day, 5 sessions per week</td>
<td>Homogeneous small group instruction (1-5)</td>
<td>Monitor progress / time per week</td>
<td>Personal determined during PLC/Grade Level Team Meeting (IAT meeting (Teacher specialist) etc). Gen. Ed. Teacher continues TIER I Instruction</td>
<td></td>
</tr>
</tbody>
</table>

100 minutes per week of intensive practice/ Progress Monitoring is weekly/ Re-examine interventions after 6-8 weeks

**Significant progress demonstrated: continue TIER III or TIER I**

**Significant progress not demonstrated: continue TIER III**

**Support**
- Regular Classroom Teachers
- Counselors
- Aides
- Volunteers

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**Houston Independent School District**
### TIER I

**Focus**: All Students  
**Program**: Quality research-based instructional strategies  
**Grouping**: General education classroom  
**Assessment**: Benchmark 3 times per year (more frequently once identified at-risk)  
**Individuals Responsible for Intervention**: General education teacher

Effective Instructional Practices/Behavior Systems in place for ALL students.

- Administer benchmark/collct baseline data (Universal Screener)
- Determine students who have performed significantly below same grade peers
- Determine specific deficit (e.g., attendance, behavior, academics), review data with grade level/support staff, and develop a schedule for intervention and progress monitoring
- Review progress monitoring data with grade level/support staff (PLCs/grade level meetings)

#### Support
- Regular Classroom Teachers
- Counselor(s)
- Aides
- Volunteers

**Significant progress not demonstrated**: IAT Meeting #1  
**Significant progress demonstrated**: continue TIER I

### TIER II

**Focus**: Students with substantial difficulties who have not responded to TIER I (receive TIER I & II)  
**Program**: Quality research-based instructional strategies/programs that supplement TIER I interventions at 30 minutes per day, 3 sessions/week *  
**Grouping**: Homogeneous small group instruction (≤ 1:5)  
**Assessment**: Monitor progress bi-weekly  
**Individuals Responsible for Intervention**: Personnel determined during PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)

90 minutes per week of supplemental practice on a skill at instructional level/ Progress Monitoring is Bi-weekly/ Re-examine Interventions after 4-6 weeks

- Progress demonstrated at steady pace: continue in TIER II or Tier I
- Progress is minimal and/or data points below expected level: Return to IAT #2

#### Support
- Same as TIER I
- Consultation from Special Education/School Psych

### TIER III

**Focus**: Students with distinct difficulties who have not responded to TIER I & II (receive Tiers I & III)  
**Program**: Quality research-based instructional strategies/programs (more explicit and/or intensive than TIER II) at one 25-minute session per day, 5 sessions per week*  
**Grouping**: Homogeneous small group instruction (≤ 1:3)  
**Assessment**: Monitor progress 1 time per week  
**Individuals Responsible for Intervention**: Personnel determined during PLC, Grade Level Team Meeting or IAT meeting (teacher /specialist, etc.)

120 minutes per week of intensive practice/ Progress Monitoring is Weekly/ Re-examine interventions after 6-8 weeks

- Progress demonstrated at steady pace: continue in TIER II, III, or TIER I
- Progress is minimal and/or data points below expected level: IAT #3 Refer to 504 or SPED

*These times are suggestions. The IAT makes the decision based on student needs.

(Revised 10/11/17)
Response to Intervention/Intervention Assistance Team (RTI/IAT)
Interventions for students in HISD

- **Universal Screening**: All students are screened to determine academic status against grade-level benchmarks. Students are screened at the BOY, MOY and EOY to determine academic needs.

- **Diagnostics**: Various student data such as screener data, formative assessment and summative assessment is analyzed to guide school decisions on instructional changes, choices of interventions, and appropriate rates of progress.

- **Progress Monitoring**: Occurs throughout the RtI Implementation on campuses. Progress-monitoring is used to assess students’ academic progress and evaluate the effectiveness of interventions for students in various tiers.
### Screening Report
### School Benchmark

#### Grade: 4

<table>
<thead>
<tr>
<th>Category / Levels</th>
<th>Benchmark</th>
<th>Percentile Rank</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Benchmark</td>
<td>Above 64</td>
<td>Above 40 PR</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Above Benchmark</td>
<td>Above 49</td>
<td>Above 40 PR</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 24</td>
<td>Below 40 PR</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 30</td>
<td>Below 20 PR</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 40</td>
<td>Below 10 PR</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Total Students Tested</td>
<td></td>
<td></td>
<td>99</td>
<td>99%</td>
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</table>

**Key questions to ask based on this and other information:**
- Are you satisfied with the number of students in the highest level of performance? If not, consider the level of instruction and the interim strategy.
- Which students just above proficiency are you "warming up" and what support might you need to maintain their current level of performance?

**Urgent Intervention**

- For students identified that they are not on track to meet the standards, consider additional instructional strategies.
- Schedule regular monitoring of student progress in the intervention plan.
- Consider providing additional supports such as coaching or mentoring for students not on track.

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**HOUSTON INDEPENDENT SCHOOL DISTRICT**
## Screening Report
### Intervention Groups

**Grade: 4**

<table>
<thead>
<tr>
<th>Student</th>
<th>Class</th>
<th>Teacher</th>
<th>Test Date</th>
<th>RR</th>
<th>RT</th>
<th>OR</th>
<th>Grade</th>
<th>Intervention</th>
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</table>

*Note: For OTIS, a student who is not yet enrolled in kindergarten, progress reports will be sent as K only.*

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**Note:**
- OTIS, Screening Room: Students are scheduled for the test on the 4th of January in grade 1.
- Students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
- For students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
- Students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
- All students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
- Students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
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- Students who are not yet enrolled in kindergarten, progress reports will be sent as K only.
Screening Report

Intervention Groups

Grade: 4

Intervention

On Welsh

All Above Benchmark

HOUSTON INDEPENDENT SCHOOL DISTRICT
## Student Diagnostic Report
### Skill Set Scores

### Skill Sets Within Each Sub-Domain

- **Alphabetic Principle**
  - Alphabetic Knowledge: 52
  - Alphabetic Sequence: 16
  - Letter Sounds: 44
- **Consonant/Graphemes**
  - Consonant/Grapheme: 48
  - Consonant/Grapheme: 55
  - Consonant/Grapheme: 23
- **Phonemic Awareness**
  - Phoneme Identification: 64
  - Phoneme Identification: 32
  - Phoneme Identification: 17
- **Word Recognition**
  - Sight Word Knowledge: 24
  - Sight Word Knowledge: 24
  - Sight Word Knowledge: 24
  - Sight Word Knowledge: 24
- **Sight Word Recognition**
  - Sight Word Recognition: 23
  - Sight Word Recognition: 23
  - Sight Word Recognition: 23
  - Sight Word Recognition: 23
- **Vocabulary**
  - Vocabulary: 24
  - Vocabulary: 24
  - Vocabulary: 24
- **Comprehension**
  - Comprehension: 24
  - Comprehension: 24
  - Comprehension: 24
  - Comprehension: 24

### Reading Comprehension Scores

- **Grade 1**
  - Reading Comprehension: 24
  - Reading Comprehension: 24
  - Reading Comprehension: 24
  - Reading Comprehension: 24

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*Note: The student's scores may vary based on their performance and progress.*
After Formative Assessments Have Been Administered - Next Steps

IAT Managers and Intervention TDS facilitate the following support to all campuses:

- Collaboration with student assessment to analyze formative assessment data and screening data to assist campuses with planning for student learning both in the Tier 1 and Intervention settings. The On-track platform provides a tool for central office and campuses to do this quickly and efficiently.

- Frequent assistance (at least one per six weeks) with identifying academic resources to best meet students' needs based on data trends.

- Consistent collaboration with campus leaders to specifically address tier 2 and tier 3 students' data after formative assessments to ensure that the campus leaders and teachers are reviewing students' data and adjusting intervention plans based on student outcomes.

- IAT Managers perform compliance checks to ensure effective IAT functioning and RTI implantation. Technical assistance is provided to campuses as needed.

- Intervention Teacher Development Specialist provide on-going training around small group instruction, differentiation, and alignment of resources to student needs.
Writing Interventions

- Interventions Office collaborates with the Curriculum Department to ensure that campuses are familiar with the scaffolds that are included in the writing curriculum to support learners of varying instructional needs.
- Secondary curriculum and Interventions assist with the implementation of the secondary Strategic Reading and Writing Course (designed to assist with skill deficits for secondary students in reading and writing).
Secondary Curriculum and Development

- Writing Toolkit for each content area
tinyurl.com/elawritingtoolkit

- SRW – Test Genres map
Specially Designed Instruction: Special Education Students

Use of direct instruction for multiple skill deficits

- Requires a careful analysis of students’ psychological reports, a review of their present level of performance and an understanding of how achieving their IEP goals will lead to improved outcomes.

- Analysis of what is to be learned and how the learning can be broken down into segments small enough to match a student’s learning needs.

- Use of data to monitor student learning, make instructional adjustments, and determine mastery.
Specially Designed Instruction: Special Education Students

Intervention tools for special education students include, but are not limited to:

- Unique Learning Curriculum
- Goal Book
- Imagine Learning
- Neuhaus Curriculum
- HISD Curriculum
HISD Partnership with Neuhaus
HISD Partnership with Neuhaus

- Neuhaus was developed to equip teachers and district leaders with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia. Neuhaus provides support in the following areas: 1. Professional development interventionists, teachers and leaders 2. Curriculum support to include instructional materials 3. Specific career pathway development for reading instructors.

- Houston ISD has partnered with the Neuhaus Education Center to ensure that each Dyslexia Interventionist is trained in the Basic Language Skills curriculum.

- The Basic Language Skills curriculum includes instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components.
Neuhaus Curriculum

Neuhaus Curriculum is comprised of the following:

- Reading Readiness
- Basic Language Skills - Beginning
- Multisensory Grammar
- Developing Metacognitive Skills
- Basic Language Skills – Advanced
- Written Composition
- Developing Vocabulary for Reading Success
- Spelling Development
Thank You