



Hilliard City School District students will be administered universal screeners. Universal screeners are administered according to the annual district assessment calendar.

Step 1:

Grade K - KRA, DIBELS, HRSIW, Letter ID, Fountas & Pinnell

Grade 1 - STAR early literacy, Fountas & Pinnell, HRSIW

Grade 2 - STAR reading, Fountas & Pinnell, HRSIW

Grades 3-5 - STAR reading, Fountas & Pinnell, State of Ohio ELA Testing

Grades 6-8 - STAR reading

Grade 9 - ELA 1, STAR reading

Grade 10 - ELA 2

Grade 11 - ACT reading

Every teacher in Hilliard City School District will use interventions (a set of teaching strategies) with any student to help them succeed in the classroom.

Step 1: HCSD students who score below benchmark in reading will enter into Step 1. During this step, the school data team will review the student's current year assessment data in all content areas and implement Tier 1 interventions to support student readers within their classroom.

Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support within the classroom.

Step 2: HCSD students who have not responded to Tier 1 intervention in reading will enter into Step 2 and will receive targeted Tier 2 intervention support. A Student Success Plan will be developed in collaboration with parents and the response to intervention will be monitored for progress.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Student Success Plan - A tool for managing and tracking response to intervention plans. This tool is used and accessed through the response to intervention team.

All HCSD students who perform below grade level benchmark after the lack of response to Tier 2 intervention support, will be administered and complete a teacher checklist for dyslexia behavior.

Step 3: HCSD students who have not responded to Tier 2 intervention in reading will enter into Step 3 and be provided targeted Tier 3 intervention support as indicated in the Student Success Plan.

Tier 3: At this level, students receive individualized, intensive interventions and progress monitoring that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Hilliard City School District students who fail to make consistent progress will enter into Step 1. The school response to intervention team, in collaboration with the parents, will review the student's performance data to determine if it supports an evaluation. Tests of word reading, decoding, and spelling after the lack of response to Tier 3 intervention support will be evaluated for a reading disability.

Step 1: In the evaluation, the following areas may be included, but not limited to:

Background information from parents and teachers

Intelligence - poor achievement despite average or better intelligence is a key indicator

Oral Language Skills - the ability to listen to and understand speech as well as to express thoughts through speech

Word Recognition - the ability to read single printed words

Decoding - the ability to read unfamiliar words by using letter-sound knowledge, spelling patterns and chunking words into smaller parts

Spelling - the ability to spell individual words from memory using knowledge of letter sound pairings, patterns of letters, plurals, etc.

Phonological Processing - the ability to think about, remember, and correctly sequence the sounds in words in order to link letters to sounds for reading and spelling

Automaticity Fluency - letter naming speed

Reading Comprehension

Vocabulary Knowledge - the ability to learn the meaning of words

Step 2: A written evaluation report that includes student strengths and weaknesses across various skill areas assessed will be reviewed with the school team and with parents to determine eligibility. (Note: This is not a diagnosis of dyslexia; it is a determination that a student may have characteristics of dyslexia.)

Step 3: Continue with Tier 3 interventions under IDEA or 504.