

Teacher Guidance for Completing the Parent Letter

The Student Response Map provides information about how a student performed across individual screener items. The goal of identifying High-dosage Tutoring (HDT) areas of need is not to respond to every missed item. Instead, teachers should look across the student's responses to identify patterns and determine the highest priority area of need for HDT. In accordance with [R.S. 17:24.10\(I\)\(1\)](#), within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing.

Use the Student Response Map and Roadmap side by side as you work through the following steps.

Step 1:

Analyze the Student Response Map to identify patterns of success and difficulty. Ensure instructional decisions are made based on trends in data rather than isolated screener items.

Step 2:

When student data reveals multiple areas of difficulty, review the response roadmap to identify the most immediate need related to upcoming grade-level instruction.

Step 3:

Determine the highest instruction priority based on your data analysis. Select up to three corresponding HDT focus areas on the parent notification letter.