

Typical Roanoke County Intervention Process

If a student earns a low score on an assessment such the Reading Inventory or our Roanoke County Formative Assessments, the following is the normal intervention process.

Teachers, or an intervention team, ask these questions after a low score:

- Are the results of the assessment in line with other assessments the student has taken? If yes, do in-class intervention.
- Is there other data that also indicates that this student is struggling with course content? If yes, do in-class intervention.
- Is most of the class struggling? If most are struggling, re-teach the skill to everyone, preferably in a different manner. There is no individual intervention in this scenario.

After the in-class intervention occurred, was the intervention successful?

If yes, learn what worked from the intervention and continue to differentiate instruction at the classroom level.

If no, determine an appropriate follow-up intervention and contact the parent to keep them in the loop. This could include different in-class intervention through small groups, before or after school help, or other interventions beyond what is normally done in class.

Was the follow-up intervention successful?

If yes, learn what worked from the intervention and incorporate the strategy as needed.

If no, take a team approach so that the group's experience and expertise can be leveraged to determine a new strategy. This strategy may include anything from a different in-class intervention to full wrap-around services that could involve counselors, life counselors, child study, and/or school social workers.