



In a collaborative effort with Academics and Transformation, the Multi-Tiered Systems of Support (MTSS) department under School Leadership assisted **Tier II reading interventionists** in supporting students with reading difficulties. This additional support aimed to increase the number of students performing on grade level. Students who scored between the 29th and 55th percentile on MAP Growth reading at beginning of year (BOY) received individualized, intensive Tier II support in a small group setting from a reading interventionist.



90%

or more reading interventionists
attended high-quality PD each month
(Goal: 90%)

98%

reading interventionists utilized the
PowerSchool Student Analytic to
document and made data-informed
decisions (Goal: 90%)

3,239

students received reading
interventions
throughout 2023-24



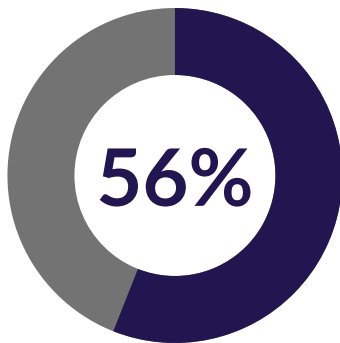
158

reading
interventionists
supported



121

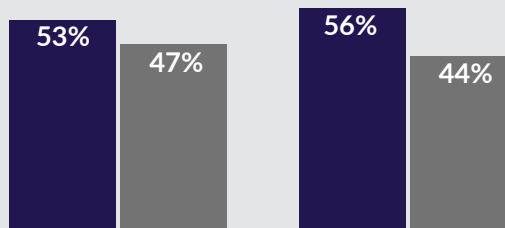
elementary and
multilevel campuses



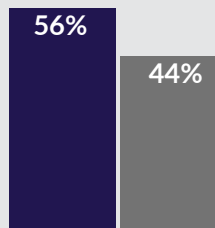
students met their
projected growth at EOY
(Goal: 60%)

The rate of students who met projected
growth was higher among **reading
intervention students** than **Tier 1 students**.

BOY to MOY

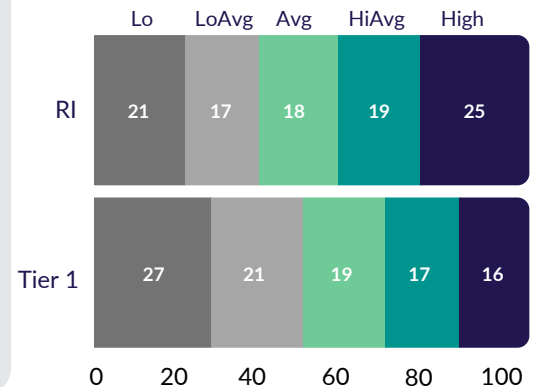


BOY to EOY



■ Reading Intervention ■ Tier 1

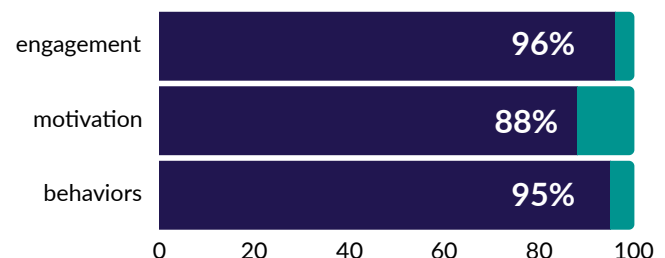
**Reading intervention students
achieved average or higher growth at
a greater rate than Tier 1 students.**



*"Students are reading more and comprehending better.
In addition, students are motivated to practice reading
skills." - Teacher*

*"All students who are participating have shown
growth. The students have the highest growth in
the district and school. We have been able to
isolate the reading concerns and made
adjustments in the classroom." - Principal*

Majority of Teachers observed moderate or significant
improvements in students' reading...



97% principals reported the overall quality
of intervention was good or excellent