



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.

Key Findings

Implementation

- Interventions took the form of pull-out, push-in, or hybrid approaches, occurring four days a week for thirty minutes daily.
- Over half of the students who received Tier II reading interventions were in grade 3.
- Compared to the districtwide demographic, a higher proportion of students who received Tier II reading interventions were African American, at-risk, and economically disadvantaged, while there were fewer Emergent Bilingual students.

Stakeholder Feedback

Staff Members Feedback Surveys

- All survey respondents highlighted the program's significant benefits for student growth in reading skills and expressed a strong desire for its continuation.
- Survey respondents emphasized the need for improved communication, resource availability, and training to enhance the program's effectiveness.
- The majority of reading interventionist survey respondents reported being satisfied or very satisfied with the support and resources received.

Student Survey

- Students demonstrated an overall positive perception of reading and reported increased feelings of happiness and confidence while reading from BOY to EOY.

Student Outcomes

MAP

- Grade 3 reading intervention students exhibited a notable increase in RIT scores, rising by 13 points compared to a 9-point increase for the comparison group.
- A higher number of reading intervention students met their projected growth targets at MOY and EOY compared to their comparison peers.
- More reading intervention students met their projected growth targets at EOY than at MOY.
- From BOY to EOY, the rate of reading intervention students showing average or above-average growth was 10 percentage points higher than that of the comparison group.

Recommendations

- **Sustain and enhance the program.**

Given the significant benefits for student growth in reading skills highlighted by all survey respondents and student outcomes, it is recommended to continue and expand the reading intervention program to reach more students. It is also advised to improve communication channels, increase resource availability, and provide comprehensive training and ongoing professional development to ensure interventionists are well-equipped and supported.

- **Build on successful student outcomes and expand effective practices.**

It is advisable to use the successful outcomes of grade 3 reading intervention students as a model for other grades, applying and expanding the strategies that led to notable RIT score increases and higher growth rates. Additionally, promoting activities that foster a positive perception of reading among students will reinforce their confidence and motivation to read.