WAVERLY

COMMUNITY SCHOOLS

Pride. **Tradition. Excellence.**

Intervention at the Secondary Level

October 17th, 2022

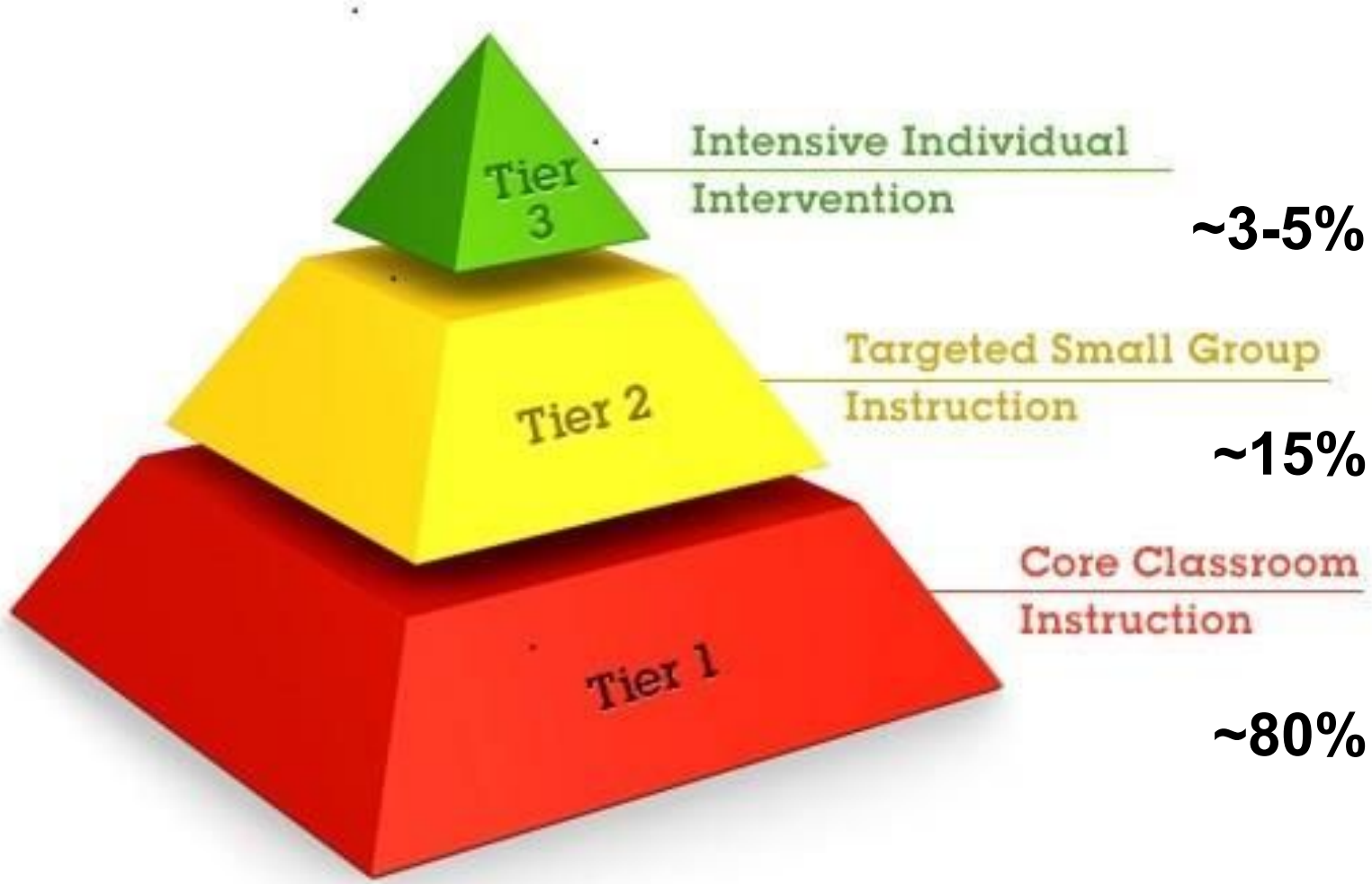
7-12 Intervention

Covid-Related Funding - 98c
District approach to Learning Loss

- Report to the Board
- Report on website

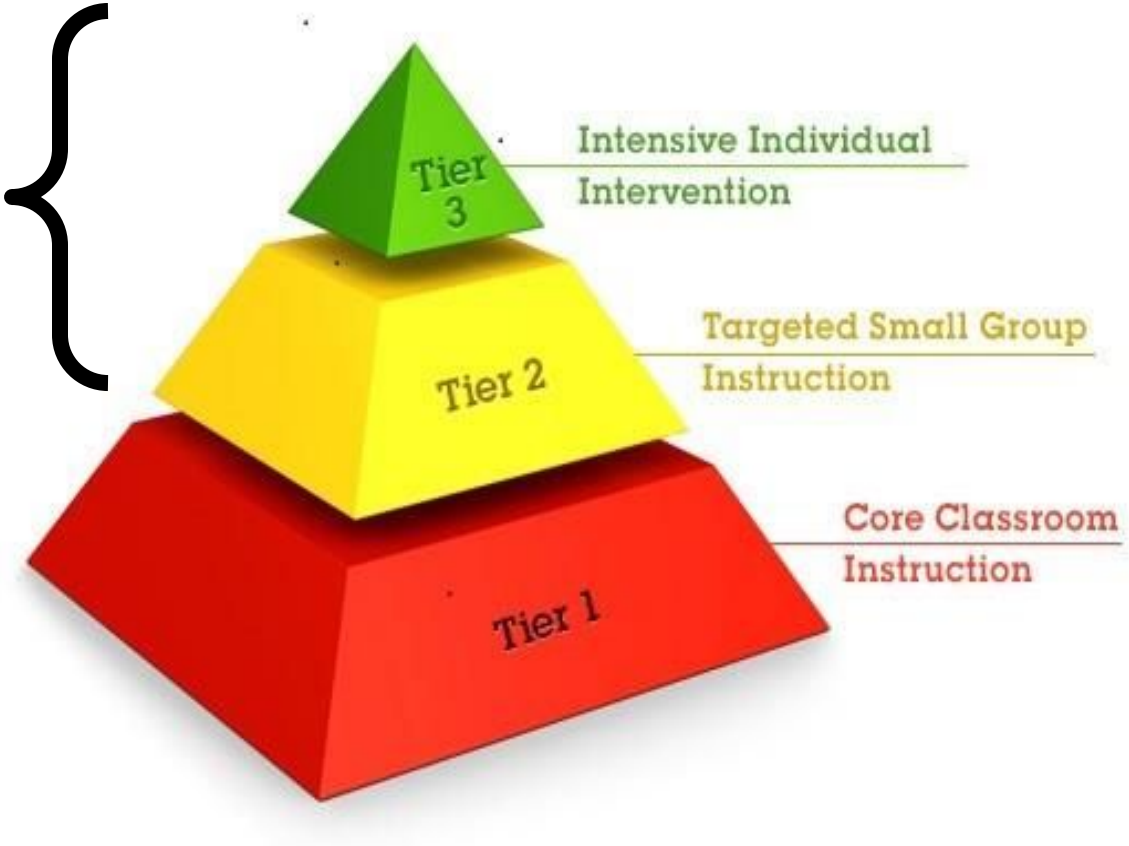
  - Services Provided
  - Students Reached
  - Impact on Student Achievement
  - Metrics Used

Multi-Tiered Systems of Support Model

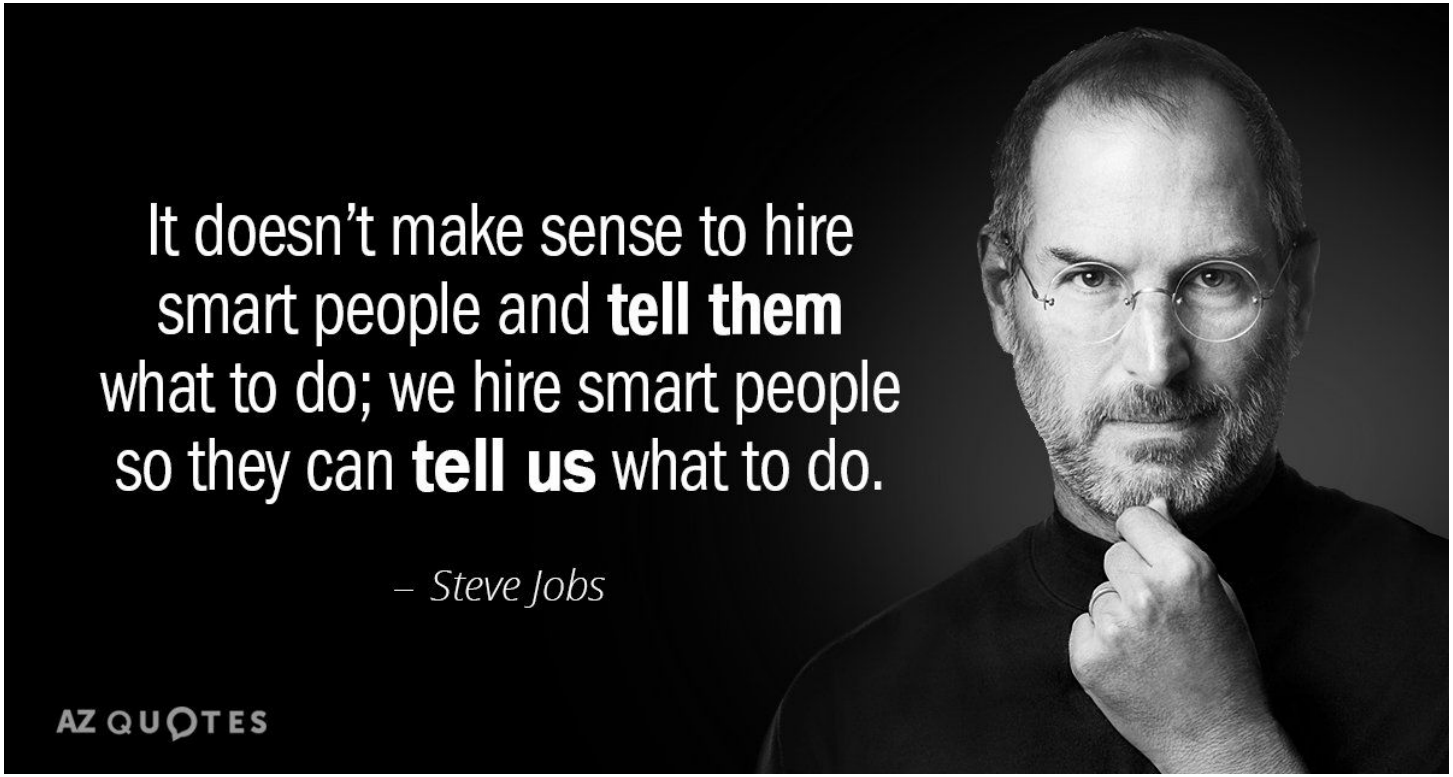


7-12 Intervention

Anticipating higher percentage of students needing supports after the pandemic



7-12 Intervention



MS: Tracy Bryan & Nick Niederquell
HS: Caitlyn Walton & Robert Herzing

7-12 Intervention

- **Pull Out:** Small Group/Individual supports outside core classes
- **Push In:** Small Group/Individual supports within core classes
- **Double Dip:** Additional classes or opportunities on top of the core class

7-12 Intervention

- Power Standards
- Foundational Skills
- Social-Emotional and Executive Functioning skills

7-12 Intervention

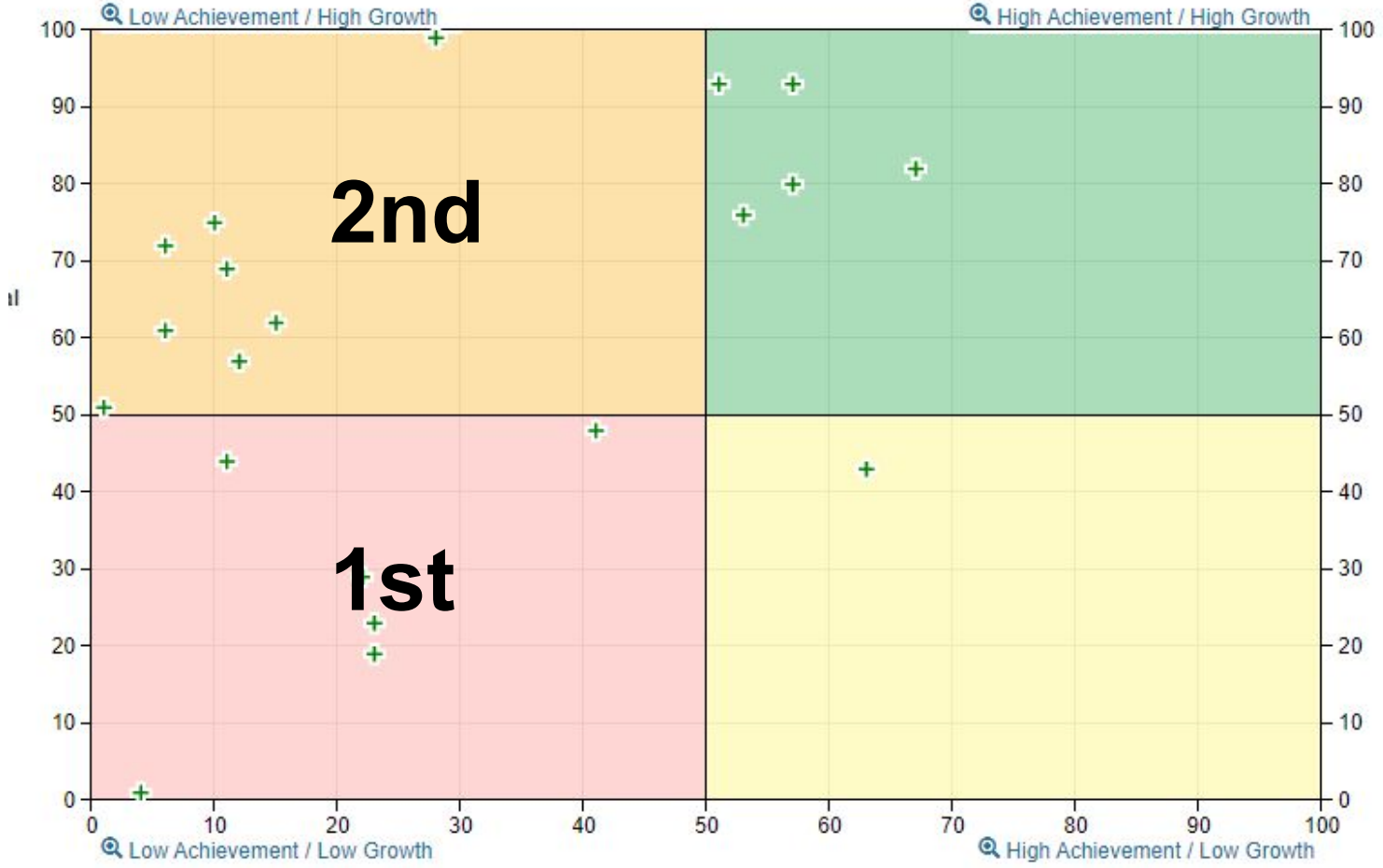
- Pre-teach before a lesson
- Re-teach after a lesson
- Practice, Practice, Practice
- Co-Teaching with Core teacher
- Accommodations
  - Alternative Environment
- Study Skills & Growth Mindset
  - Organizational skills
  - Communication w/ Students, Parents

7-12 Intervention

- Research-Based practices and programs
  - 6 Minute Solution
  - Delta Math
  - IXL
  - PALS (Peer Assisted Learning)
  - Qualitative Reading Inventory

7-12 Intervention

Who? 1. Data (NWEA/ FastBridge)



7-12 Intervention

Who? 2. Grade Trends

Example: HS Reading Intervention

- 68% or lower in English
- 20% Lower in English in comparison to other subjects

7-12 Intervention

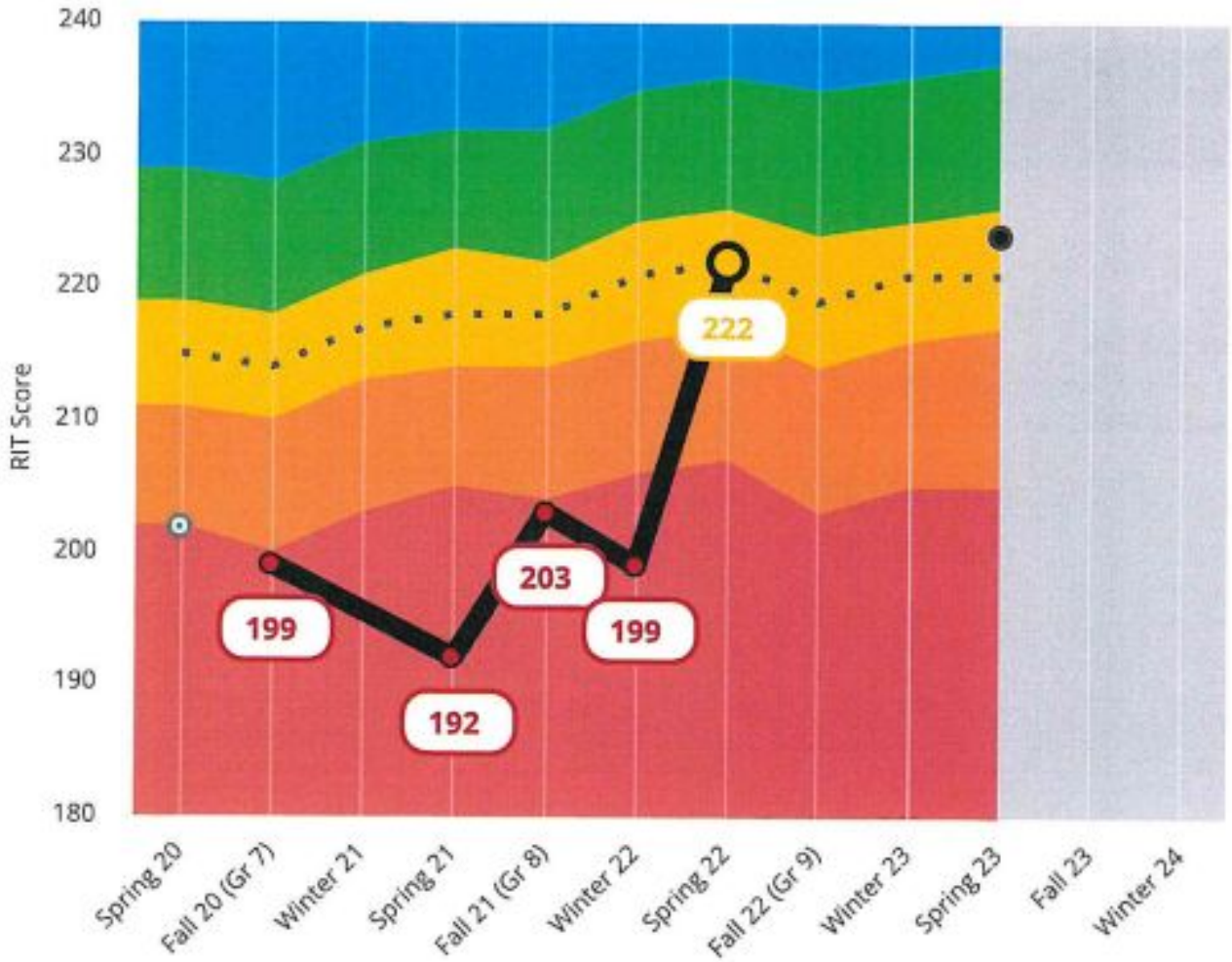
Who? 3. Referral

- Teachers
- Parents
- Counselors
- English Language Learners

7-12 Intervention

- **Progress- Monitoring** using the tools just mentioned as well as NWEA, FastBridge, and course grades, occurs weekly and bi-weekly

GROWTH OVER TIME



RIT Score: Reading

Goal: Reading

Projected Score: Reading

Average Achievement

Some future terms are not yet setup in the system.

Percentile Bands 1-20 21-40 41-60 61-80 81-100 no data

Year/Term	Grd Lvl	Course number	Course	Earned Credit	Q1	Q2	Q3	Q4	S1	S2
21-22 YR	7	27003	English 7G-A	0.00	C-	C	B-	B+	C	B
21-22 YR	7	EL101	English Lab	0.00	.	.	A	A	.	A
21-22 Q1	7	H7777	Health 7	0.00	A	.	.	.	.	.
21-22 YR	7	27015	History 7G-A	0.00	F	C+	C	C	D+	C
21-22 YR	7	27007	Math 7G-A	0.00	D+	B	B+	A-	C	A-
21-22 Q2	7	EL701	PE7	0.00	.	A	.	.	.	.
21-22 YR	7	27033	Science 7G-A	0.00	B-	A-	C+	B	B+	B-
21-22 YR	7	HR7G	Warrior Time-7G	0.00	A	B+	A-	A	A	A

	1st Hour Average
Growth	140.12%
Pretest	34.23%
PostTest	73.21%

	3rd Hour Average
Growth	223.82%
Pretest	18.06%
PostTest	66.39%

	All Students Average
Growth	159.83%
Pretest	28.24%
PostTest	68.52%

	5th Hour Average
Growth	117.07%
Pretest	32.55%
PostTest	66.41%

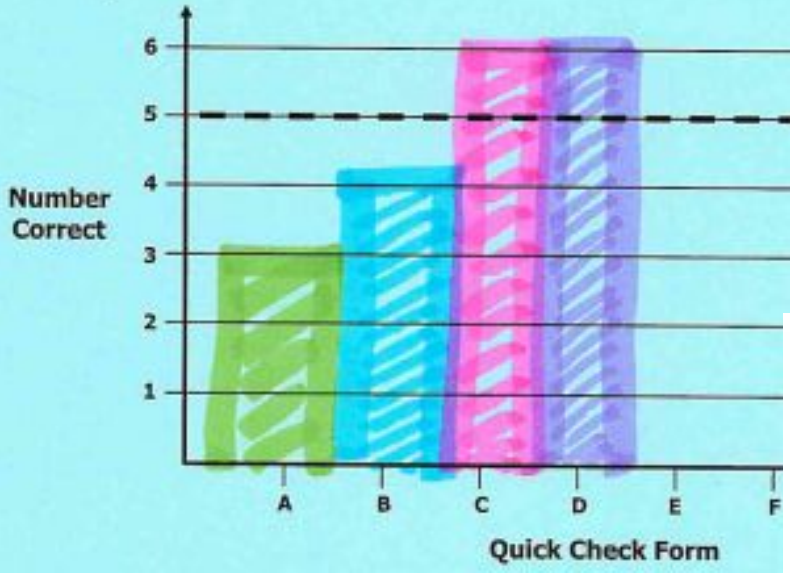
Growth Chart

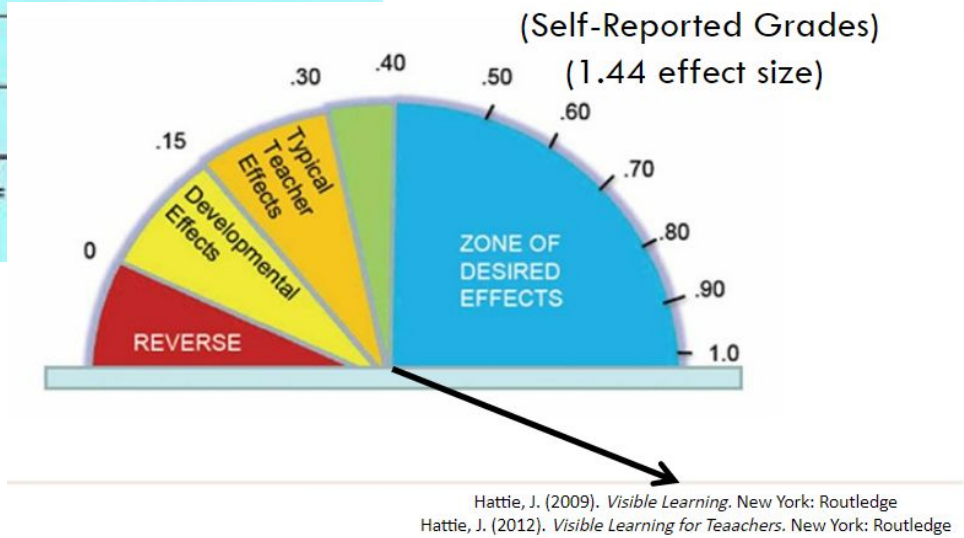
8th Grade - Readiness Standard 1 - 7.NS.1d

Name [redacted] Date 9/21/22

Learning Target: I will add and subtract integers between -10 and 10.

Goal: 5 out of 6 correct





Hattie, J. (2009). *Visible Learning.* New York: Routledge

Hattie, J. (2012). *Visible Learning for Teaachers.* New York: Routledge

7-12 Intervention

On-going

- ➔ Keep on the Data
- ➔ Move students in/ graduate students out
- ➔ Continue to sharpen best practices/ current tools