



**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

## **Interventions Update**

June 2, 2025



# New Reading Interventions & Process in Grades K-3 for Act 20

- Screening & Diagnostic Changes - AimswebPlus
- Personal Reading Plans
- 2024-25 Baseline Data
- Lessons Learned



## AimswebPlus: Reading Assessments for Act 20 in 4K-3

- Act 20 states that learners in 4K must be evaluated on phonemic awareness and letter sound knowledge and that learners in 5K through grade 3 must be evaluated on phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary.
- AimswebPlus consists of various measures. Most are one-minute assessments delivered in a 1:1 format.
- The following chart shows the measures required in each grade level for each season for Act 20.

# AimswebPlus: Reading Assessments for Act 20 in 4K-3

Four-Year-Old Kindergarten (4K)				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	-	Initial Sounds (IS)	~2-3 min	1:1
-	-	Letter Word Sounds Fluency (LWSF)	1 min	1:1
Kindergarten (5K)				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	Initial Sounds (IS)	Initial Sounds (IS)	~2-3 min	1:1
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	~2-4 min	1:1
*Letter Naming Fluency (LNF)	*Letter Naming Fluency (LNF)	*Letter Naming Fluency (LNF)	1 min	1:1
*Letter Word Sounds Fluency (LWSF)	*Letter Word Sounds Fluency (LWSF)	*Letter Word Sounds Fluency (LWSF)	1 min	1:1/a+team
First Grade				
Fall	Winter	Spring	Admin Time	Method
Phoneme Segmentation (PS)	-	-	~2-3 min	1:1
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	~2-4 min	1:1
Letter Word Sounds Fluency (LWSF)	-	-	1 min	1:1
*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	2 min	1:1
Second and Third Grades				
Fall	Winter	Spring	Admin Time	Method
Vocabulary (VO)	Vocabulary (VO)	Vocabulary (VO)	~4-15 min	TestNav (computer)
*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	2 min	1:1

# AimswebPlus: Reading Assessments for Act 20 in 4K-3

- 5K students will be identified as “at risk” and require follow-up diagnostic assessment if their aimswebPlus Early Literacy Composite score is below the 25th percentile during any of the testing windows. The Kindergarten Early Literacy composite score combines performance on Letter Naming Fluency (LNF) and Letter Word Sounds Fluency (LWSF)
  - Letter Naming Fluency (LNF) = A student says the names of visually printed letters. The score is the number of letter named correctly in one minute.
  - Letter Word Sounds Fluency (LWSF) = A student says the sounds of visually presented letters, syllables, and words. The score is the number of sounds or words said correctly in one minute.
- Students in grades 1-3 will be identified as “at risk” and require follow-up diagnostic assessment if their aimswebPlus Oral Reading Fluency (ORF) score is below the 25th percentile during any of the testing windows.
  - Oral Reading Fluency (ORF) = A student reads two passages aloud, each for one minute. The score is the average number of words read correctly.

# Personal Reading Plans (PRP)

- A Personal Reading Plan (PRP) begins the first time a student scores below the 25th percentile on the universal screener. Therefore, a personal reading plan could begin after fall, midyear, or spring administration of the screener.
- Grade level teachers and interventionists meet to review the data and determine the best intervention to meet the child's needs and who will deliver that intervention.
- The PRP includes the intervention, the goals for the student's progress and how progress will be monitored (weekly aimswebPlus measure).
- We used a new platform, Next Path, to create the PRPs and share them with families.

# 2024-25 Baseline Data

As a result of the screening (LNF/LWNF for K and ORF for grades 1-3), the following percentage of students met the threshold for a PRP.

This is a new assessment and process for us, so this data will serve as our baseline data, and we will compare next year's data to these results.

	January 2025	April 2025
Kindergarten	29.89%	33.33%
First Grade	35.49%	41.30%
Second Grade	25.40%	26.05%
Third Grade	32.90%	29.03%

# Lessons Learned & Next Steps

- Understanding of AimswebPlus benchmarks at different points of the year
- In many cases, our students were accurate, but did not meet the criteria for speed
- Fluency is an area for future professional development

This summer, we will look closely at which interventions had the highest success rate and expand the usage of those interventions for 2025-26.

We are looking at all of our data on our third graders - aimswebPlus, QRI, classroom assessments and Forward Exam data - to develop an understanding of what kinds of skills our students need in order to score as Meeting on the reading portion of the 3rd grade Forward Exam.





## Middle School Interventions

- At the Middle School, students in need of more intensive academic support are scheduled into workshop courses in reading and/or mathematics.
- For 2024-2025, roughly 15 students per grade level per content area spread over multiple sections.
- Exploring increasing numbers served for 2025-2026
- End of year data
  - Percent meeting growth targets on i-Ready.
  - Changes in Forward proficiency level year from last year.
- End of year outcomes
  - i-Ready growth data are positive. Goal is at least 50% of students meeting growth targets.
  - Forward proficiency changes are mixed. Similar numbers of risers and fallers.



## 7th Grade Reading Workshop

- 69% of students met their individual i-Ready growth target in Reading.
- 33% increased a proficiency level on Wisconsin Forward, 27% decreased.
- Percentile group movement:
  - Forward: 47% moved up, 27% moved down
  - i-Ready: 41% moved up, 0% moved down

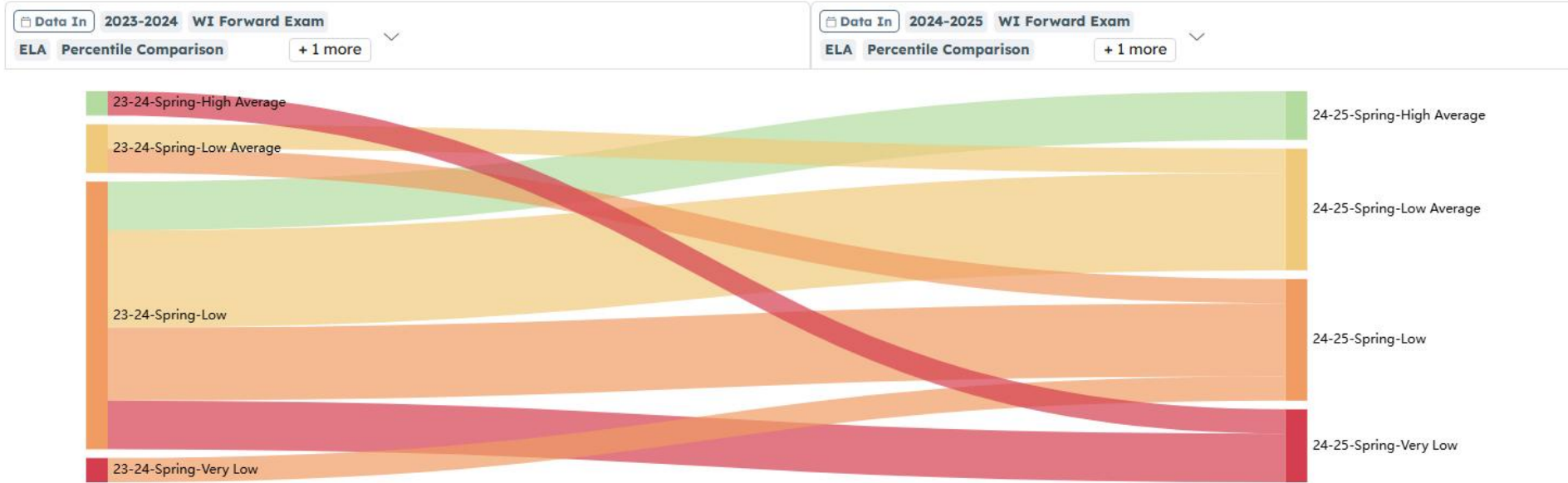


# Forward Exam Proficiency Level Movement





# Forward Exam Percentile Movement





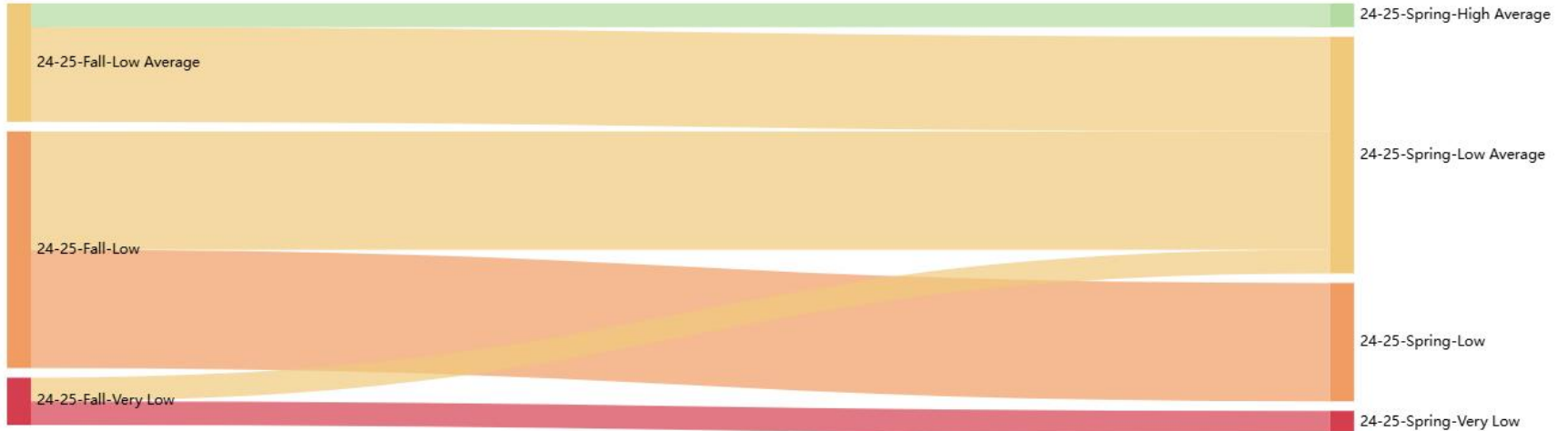
# i-Ready Percentile Movement

Data In 2024-2025 i-Ready Reading

Percentile Comparison Fall

Data In 2024-2025 i-Ready Reading

Percentile Comparison Spring





## 8th Grade Reading Workshop

- 46% of students met their individual i-Ready growth target in Reading
- 27% increased a proficiency level on Wisconsin Forward, 46% decreased.
- Percentile group movement:
  - Forward: 36% moved up, 36% moved down
  - i-Ready: 18% moved up, 27% moved down



# Forward Exam Proficiency Level Movement





# Forward Exam Percentile Movement

Data In 2023-2024 WI Forward Exam

ELA Percentile Comparison

Data In 2024-2025 WI Forward Exam

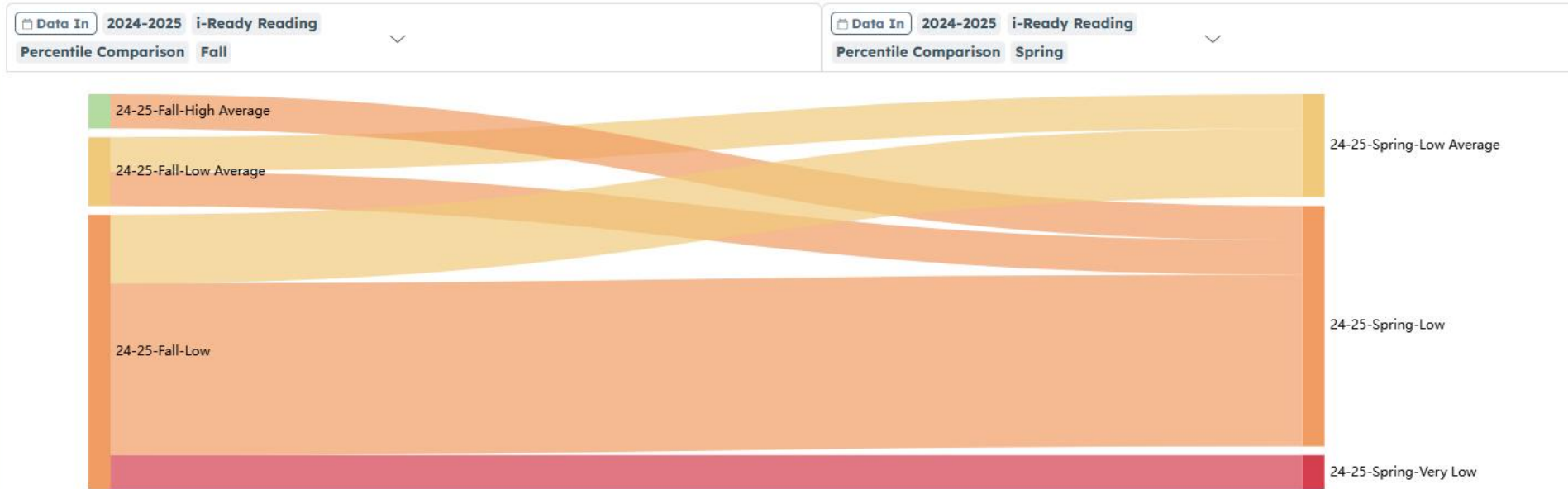
ELA Percentile Comparison







# i-Ready Percentile Movement





## 7th Grade Math Workshop

- 64% of students met their individual i-Ready growth targets in Mathematics.
- 31% increased a proficiency level on Wisconsin Forward, 23% decreased.
- Percentile group movement:
  - Forward: 39% moved up, 23% moved down
  - i-Ready: 21% moved up, 21% moved down



# Forward Exam Proficiency Level Movement





# Forward Percentile Movement

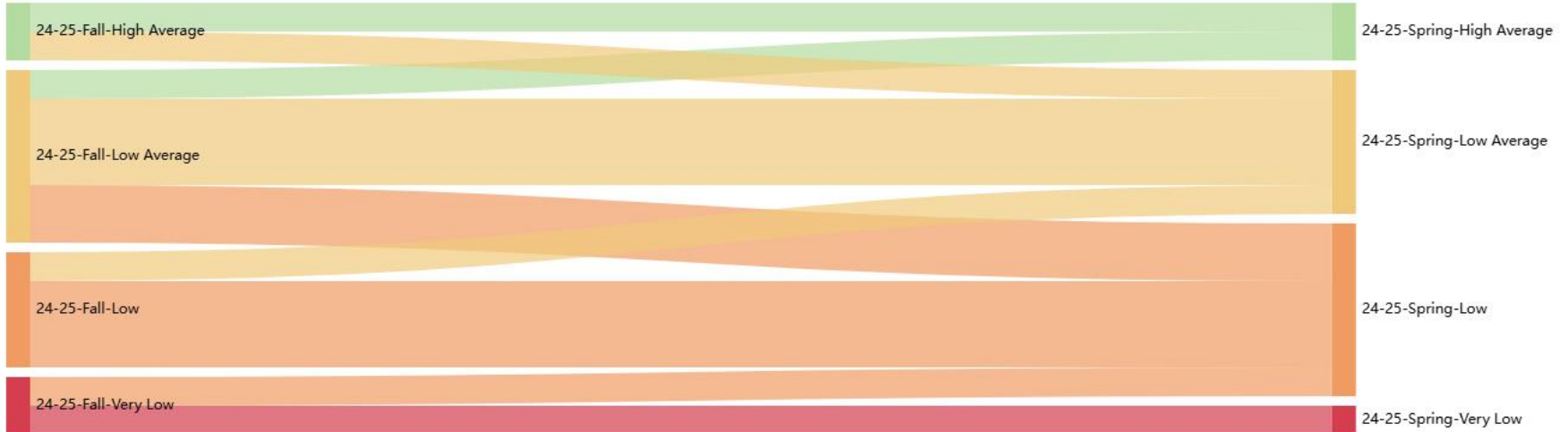




# i-Ready Percentile Movement

Data In 2024-2025 i-Ready  
i-Ready Math Fall + 1 more

Data In 2024-2025 i-Ready  
i-Ready Math Spring + 1 more





## 8th Grade Math Workshop

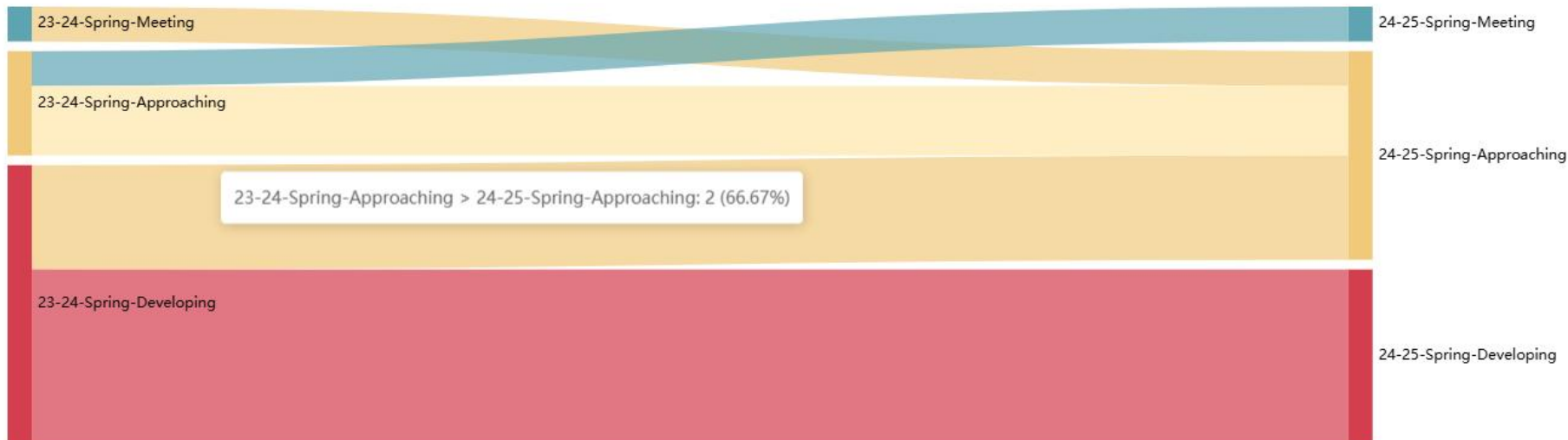
- 75% of students met their individual growth targets in i-Ready Mathematics
- 33% increased a proficiency level on Wisconsin Forward, 9% decreased.
- Percentile group movement:
  - Forward: 58% moved up, 25% moved down
  - i-Ready: 42% moved up, 0% moved down



# Forward Exam Proficiency Level Movement

Data In 2023-2024 WI Forward Exam  
Math Proficiency/State Benchmark + 1 more

Data In 2024-2025 WI Forward Exam  
Math Proficiency/State Benchmark + 1 more





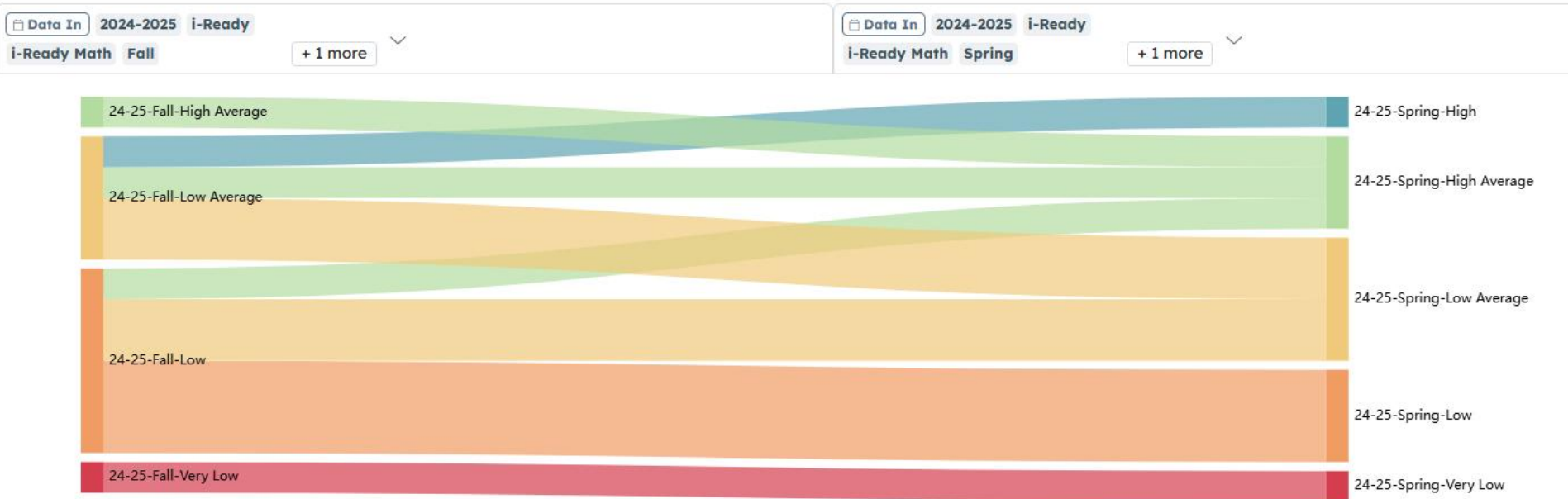
# Forward Percentile Movement







# i-Ready Percentile Movement





## Future Work

- Data review to better understand differences in outcomes on i-Ready and Wisconsin Forward.
- Review specific strategies and interventions for their outcomes.
- Work to improve student attendance. More than 40% of students served in Middle School workshops are chronically absent, which means less than 90% attendance. This affects response to the intervention strategies where students are absent.
- Adjust benchmark criteria for workshop interventions upward to serve more students.
- Adjust service delivery scheduling in second year of new Middle School schedule to serve more students.