

## Recommended Math Interventions for Middle School Students Needing Additional Support

All students need to have a solid foundation of the grade level Common Core State Standards for Mathematics and the eight Mathematical Practice Standards. Students should receive high quality core (Tier 1) instruction to be college and career ready.

Students who are below grade level in math need targeted intervention and support that is accelerated to address gaps in mathematical knowledge. These students need to be provided with quality interventions that provide explicit instruction and practice. The interventions must be strategically aligned to student needs based on data. This document provides a protocol to help match student needs with research based interventions. Collaboration and problem solving based on data must occur between all teachers providing instruction in order to meet students' needs. Decisions made for students receiving special education and/or ESL services must be made in conjunction with the student's educational team to ensure appropriateness of services.

<b>Tier of Support</b>	<b>Indicators</b> <i>Should be drawn from multiple data points including but not limited to:</i>	<b>Delivery Method</b>	<b>Support Tools</b> <i>May include, but not limited to: (programs available vary by school)</i>
<b>Tier I</b> <i>Universal Interventions</i>	<ul style="list-style-type: none"> <li>On grade level or approaching grade level</li> <li>History of Level III or IV on Math EOG</li> <li>70% or higher EVAAS Achievement Probability</li> <li>Quantile score that falls within grade level range</li> <li>Path Driver designation of low or medium risk (40<sup>th</sup> percentile of higher- green and yellow)</li> <li>Teacher anecdotal data pointing to a need for targeted support</li> <li>Consider both behavior and academics</li> </ul>	<ul style="list-style-type: none"> <li>Within core math class</li> <li>School-wide remediation/enrichment time</li> <li>Before/after school tutoring opportunities available to all students</li> <li>Differentiation</li> <li>Explicit Re-teaching</li> <li>Guided by formative assessments and benchmark data</li> </ul>	<ul style="list-style-type: none"> <li>Discovery Education, NBC Learn, Learnzillion, Quantiles</li> <li>CMAPP</li> <li>WCPSS Math Teaching Videos and Enrichment Units</li> <li>Targeted SuccessMaker Lessons and custom SuccessMaker courses, Vmath Live, Study Island</li> </ul>
<b>Tier II</b> <i>Targeted Group Interventions</i>	<ul style="list-style-type: none"> <li>Approaching grade level or below grade level</li> <li>History of Level II on Math EOG</li> <li>EVAAS Achievement Probability below 70%</li> <li>Quantile score that falls on the low end of grade level</li> <li>Path Driver designation of 26<sup>th</sup> to 50<sup>th</sup> percentile (medium risk - yellow)</li> <li>Teacher anecdotal data pointing to a need for strategic support</li> <li>Consider both behavior and academics</li> </ul>	<ul style="list-style-type: none"> <li>Continue Tier I instruction/Interventions</li> <li>Add targeted group intervention (elective time, double period of math, before/after school tutoring, guided study class)</li> <li>The more intensive the needs, the smaller group size</li> <li>Minutes allotted need to be adequate to implement selected interventions with fidelity</li> <li>Guided by frequent Progress Monitoring Data (i.e. 2-6 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Discovery Education, NBC Learn, Learnzillion, Quantiles</li> <li>CMAPP</li> <li>WCPSS Math Teaching Videos</li> <li>Vmath/Vmath Live, ALEKS, i-Ready, Individualized SuccessMaker Lessons minimum 3 times per week, 20 minutes per session, Study Island</li> </ul>
<b>Tier III</b> <i>Intensive Individual Interventions</i>	<ul style="list-style-type: none"> <li>Below grade level</li> <li>History of Level I or Low Level II on Math EOG</li> <li>EVAAS Achievement Probability below 50%</li> <li>Quantile score that falls below grade level</li> <li>Path Driver designation below 26<sup>th</sup> percentile (high risk - red)</li> <li>Teacher anecdotal pointing to a need for intensive support</li> <li>Consider both behavior and academics</li> </ul>	<ul style="list-style-type: none"> <li>Continue Tier I instruction/interventions and targeted group interventions</li> <li>Intensive individualized intervention with increased frequency and duration</li> <li>Guided by more frequent Progress Monitoring Data (i.e. 5-10 Days)</li> </ul>	<ul style="list-style-type: none"> <li>TransMath, Academy of Math, ALEKS, i-Ready, Study Island, SuccessMaker Perscriptive Scheduling in addition to regular SuccessMaker time</li> </ul>

**\*\*\*Follow accommodations and modifications outlined on IEP, 504, LEP, PEP and Tier III plans. \*\***

Exit Criteria: Students must show adequate growth on progress checks within the programs, math benchmark assessments, and/or receive teacher recommendation. Students receiving the most intensive intervention should be monitored regularly to see if adjustments need to be made for the student in order to ensure acceleration. Data need to be revisited each quarter to ensure students receive the level of support that is appropriate.

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