GUIDELINES: I. BACKGROUND

As part of the 2007 California Mathematics Textbook Adoption process, new materials were adopted for intervention programs for grades 4 through 7. Guidelines for the development of the materials and the implementation of intervention programs are outlined in Appendix E of the Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve (2005).

II. MATERIALS

The District has approved four of the intervention programs adopted by the state:

- *California Math Triumphs* (Glencoe/McGraw Hill)
- *SRA Number Worlds* (SRA/McGraw Hill)
- *California Fast Forward Math* (Harcourt/Holt, Reinhart and Winston)
- *Odyssey Focus Math: Grades 4-7* (Compass Learning, Inc)

At the middle school level (Grades 6 and 7) each Local District has chosen one of these intervention programs for use in their schools:

Local District 1 *California Math Triumphs*
Local District 2 *California Fast Forward Math*
Local District 3 *California Math Triumphs*
Local District 4 *California Math Triumphs*
Local District 5 *SRA Number Worlds*
Local District 6 *California Fast Forward Math*
Local District 7 *SRA Number Worlds*
Local District 8 *California Math Triumphs*  
*Odyssey Focus Math (3 Schools)*
Each of the programs comes with diagnostic assessments and is designed to address the intervention needs of benchmark, strategic, and intensive students (as defined by Chapter 6 “Universal Access” of the Mathematics Framework for California Public Schools). The material is organized into six “volumes” as required by the Framework:

- Volume I  Place Value and Basic Number Skills
- Volume II  Fractions and Decimals
- Volume III  Ratios, Rates, and Percents
- Volume IV  The Core Processes of Mathematics
- Volume V  Functions and Equations
- Volume VI  Measurement

III. INTERVENTION

To best affect the educational outcomes for their students, schools will use data from multiple measures to decide which students need additional instruction and/or intervention, and will determine how to organize their intervention programs utilizing the intervention materials listed above.

For example, students who score Far Below Basic on the CST, Far Below Basic on LAUSD Mathematics Periodic Assessments, and are identified as needing assistance with Place Value and Basic Number Skills (Volume I) by the diagnostic assessments that are part of the intervention materials may need Tier 3* intervention. Students who score Below Basic or Basic on the CST, Below Basic or Basic on LAUSD Mathematics Periodic Assessments, and are identified as needing assistance with other intervention volumes by the diagnostic assessments that are part of the intervention materials may need Tier 2* intervention.

*See the next page on Response to Instruction and Intervention (RtI²)

Options for intervention programs include, but are not limited to:

- Offering a second support elective mathematics class (Math Tutorial Lab Middle School – Course Code: 310231, 310232). See the LAUSD Guidelines for Standards Based Instruction (Math) available on the Mathematics Website at http://www.lausd.net/math/SecondaryMath/MIG/mig.htm
- Offering an intervention/enrichment period during the school day
- Creating a Math Lab/Resource Center where students can be taken temporarily out of the regular classroom and have their needs met in a small group setting
• Offering after school and/or Saturday school programs to address intervention needs

IV. RESPONSE TO INSTRUCTION AND INTERVENTION (RtI²)

Response to Instruction and Intervention (RtI²) integrates instruction, assessment, and intervention within a multi-level prevention system to maximize student achievement. With RtI², schools identify students at risk for unsuccessful learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness. Intervention opportunities are delineated into the following categories or tiers:

**Tier 1: (Core or Universal Instruction)** These students are making good progress toward achieving the standards but may be experiencing temporary or minor difficulties. Students’ needs must be addressed quickly, often by re-teaching concepts in a different way. Warm-up activities adapted from the intervention materials can be included in the regular classroom that will address these difficulties. These students are enrolled in the core grade-level program.

**Tier 2: (Strategic or Supplemental)** Students who receive Tier 2 instruction and intervention are typically a year or more below grade level, as indicated by the student’s non-proficient performance on valid and reliable measures such as the annual CST examination, the LAUSD Mathematics Periodic Assessments, and diagnostic assessments available with core and intervention materials. The students’ difficulties must be examined systematically and a full analysis of their learning problems performed. Students meeting these guidelines should participate in the core grade-level program (Tier 1) with additional intervention support provided through intervention classes or a second mathematics class. If this is not possible at this time the following options may be used: 1) restructuring an existing block of time to focus on math intervention, i.e. advisory, intervention periods, zero periods, etc., 2) using the Learning Center for targeted intervention, or 3) increasing the emphasis on the use of academic vocabulary to further conceptual understanding. It is anticipated that the intervention materials for Tier 2 would be Volumes II through VI as defined by the Mathematics Framework.

**Tier 3: (Intensive)** Students who receive Tier 3 intervention are at serious risk of not meeting the standards, as indicated by the students’ low performance on valid and reliable measures such as the annual CST examination, the LAUSD Mathematics Periodic Assessments, diagnostic
assessment available with core and intervention materials. Intensive intervention and extended instructional time will be required. These students require an intervention program that focuses on foundational skills and concepts essential for students to succeed in a core grade-level mathematics program. These students participate in the core grade-level program (Tier 1) with the additional support of a second mathematics class or other option outlined above. It is anticipated that the materials for this class would be Volumes I and II as defined by the Mathematics Framework.

V. STUDENT IDENTIFICATION AND PLACEMENT

Schools in discussion with their local district will determine the appropriate placement of students into the different intervention tiers based on multiple measures including: prior year’s CST results, Periodic Assessment results, course grades, teacher observations, and other diagnostic assessments. Intervention settings may include an intervention period in addition to the core mathematics class in which the teacher differentiates instruction according to the learning gaps of the students. Refer to Section IV Response to Instruction and Intervention (RtI²) to assist in the decision making process.

VI. ASSESSMENT

All adopted core and intervention programs come with extensive formative, and progress monitoring assessments. As the students make progress through the program, formative assessment data must be systematically and periodically examined in order to determine the success of the individual intervention opportunities. As emphasized in the California Mathematics Framework, these adopted intervention programs are NOT intended to be a fixed course or to be used for long-term tracking. The students should receive focused instruction to accelerate them back into their grade-level program, and then exit the program and return to their grade-level classroom.

VI. PROFESSIONAL DEVELOPMENT

Professional Development for teachers on the adopted Grade 6 and 7 intervention materials was offered at various LAUSD locations towards the end of the 2008 – 2009 school year. If additional professional development is required it is anticipated that each local district will work with the relevant publisher to provide the training as needed.
RELATED RESOURCES:
* Guidelines for Standards-Based Instruction (Secondary Mathematics, Grades 6-12).
* Memorandum MEM-4475 “Procedures for Mathematics Textbook selection for Grade K-8 including Algebra 1”

ASSISTANCE: For questions regarding this information, please contact Philip Ogbuehi or Nigel Nisbet at the Pre-K12 Mathematics, Office of Curriculum, Instruction, and School Support at (213) 241-6444 or by e-mail at philip.ogbuehi@lausd.net and nigel.nisbet@lausd.net respectively.