

Mathematics Intervention Program Evaluation Tool

Mathematics Program Tier 2 Criteria	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
1. Systematic and required	Teachers provide optional opportunities, often before or after school, for students to get individual or small-group help.	1	2	3	4	Team requires students to learn if they are not yet proficient with essential learning standards and provides systematic structures during the school day to ensure student learning. Team commonly plans for continued learning in the next mathematics unit, as needed.
2. Targeted by essential learning standard	Teachers provide individual assistance as needed or gather a group of struggling students that a sole screener or diagnostic assessment identifies rather than a skill identified from common unit assessments.	1	2	3	4	Team designs and administers common unit mathematics assessments to analyze and collectively respond to the data to identify specific students needing targeted intervention by each essential learning standard.
3. Fluid and flexible	Teachers place students in an intervention where they remain due to results from a diagnostic assessment as a response to mandated services.	1	2	3	4	Team regularly analyzes student data from common unit mathematics assessments and allows students to move in and out of the required additional time and support in learning.
4. Just in time	Students get help before the end of a grading period or when they request help.	1	2	3	4	Students get real-time feedback, and the team plans its interventions for the essential learning standards within a mathematics unit or at the start of the next unit using current common assessment results.
5. Proven to show evidence of student learning	Teachers provide intervention to students and hope students learn. Students may be receiving intervention support from a person not highly qualified in mathematics. There is little evidence that the intervention is helping students learn the essential standards for the grade level or course.	1	2	3	4	Team monitors student progress within the intervention or within class to see if the intervention is effective and results in student demonstrations of proficiency learning for each essential standard. Team members continue monitoring instructional strategies that impact learning and re-engagement. Each adult implementing the team-designed mathematics intervention is the best-qualified person for the role.

The third critical question of a PLC at Work expects your team and school to develop a robust response to the question: *What will be our response when students do not learn the expected standards for each grade level or course?* You can use this evaluation tool to rate and evaluate the quality of your response to intervention and learning using evidence based on a recent common unit assessment.

How do your current mathematics intervention programs score? You should expect to develop an intervention program that scores 4s in all five of the intervention criteria. Which of the five criteria for a high-quality mathematics intervention program are currently part of your collaborative team practice? What do you need to do to strengthen your mathematics intervention program?

Each of the five criteria is necessary for continued student learning when a student has not yet learned an essential learning standard, as evidenced by the end-of-unit common mathematics assessment. The challenge is to create an effective system that allows students to engage in the intervention, while simultaneously practicing the essential learning standards for the next unit.