Response to Intervention

An Alignment Guide for

Do The Math
Scholastic Inc. has prepared this Alignment Guide to assist Local Education Agencies (LEAs) and schools that are currently implementing or are considering adopting a Response to Intervention (RTI) approach. This guide provides key background information on current educational policy related to RTI, and demonstrates how Do The Math can complement and strengthen the implementation of RTI and ultimately raise student achievement. This Alignment Guide provides the following information:

- RTI Overview
- Do The Math Overview
- Alignment of Do The Math to RTI Core Components

*Do The Math* is a research-based math intervention program created by Marilyn Burns along with a team of Math Solutions master classroom teachers that gives students who have fallen behind a chance to catch up and keep up. Focusing on number and operations — the cornerstone of elementary math education — *Do The Math* helps students build a solid foundation in computation, number sense, and problem solving for immediate and long-term learning. *Do The Math*:

- offers twelve modules targeting addition, subtraction, multiplication, division, and fractions;
- supports teachers by providing step-by-step lessons that are scaffolded and paced especially for students who struggle with math;
- emphasizes explicit instruction, multiple strategies, student interaction, and meaningful practice so that all students have opportunities to master concepts and skills;
- includes embedded assessments and progress monitoring so teachers can measure achievement and differentiate instruction according to individual needs; and
- supplies professional development resources and materials that support instruction to meet all students’ diverse needs.

**Using the Alignment Guide**

Since January 2006, districts are permitted to use up to 15 percent of their Individuals with Disabilities Education Act (IDEA) funds for intervention and measurement products that work within the RTI framework. This Alignment Guide addresses how *Do The Math* supports the implementation of RTI. For questions regarding Response to Intervention services, please consult the final IDEA, Part B regulations governing the Assistance to States for Education of Children with Disabilities Program and the Preschool Grants for Children with Disabilities Program. They can be found at [http://idea.ed.gov/explore/home](http://idea.ed.gov/explore/home).

This Alignment Guide is informed by the IDEA 2004 Regulations, the National Association of State Directors of Special Education (NASDSE) 2005 Report, guidelines provided from the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, and consultation with Dr. Joe Witt, author of the iSTEEP model on the core principles and practical implementation of RTI in schools.
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**About Scholastic Inc.**

Scholastic is committed to providing teachers with effective materials for every stage of math instruction to ensure that students develop the skills and strategies needed to succeed in school and beyond. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that improve student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve math achievement, and would welcome the opportunity to talk with you about how we can best support your efforts to implement *Response to Intervention.*
Response to Intervention (RTI) Overview

Background
The reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) changed the way students are evaluated for special services by encouraging schools to use research-based interventions to address diverse students’ needs early on.

What is RTI?
Response to Intervention is not a particular program, curriculum, or model. Rather, it is a framework for allocating instructional services that are aligned to students’ individual needs. It aims to prevent unnecessary assignments to special education through the provision of tiers of intervention and continuous progress monitoring.

The RTI framework requires schools to:
- provide tiers of increasingly intensive, research-based intervention matched to students’ needs;
- measure and continually monitor students’ progress over time; and
- use resulting data to drive educational decision making.

The purpose of RTI is to:
- focus on prevention and early identification of students in need of special services; and
- better integrate services between general and special education populations.

The Multitiered Intervention Model
RTI uses a multitiered model of service delivery to promote efficient response to students’ needs. Each tier provides increasingly intensive support structures to ensure that students succeed.

Tier 1: Core Instructional Interventions
- General curricula for all students
- Proactive interventions based on instructional variables within whole-group instruction

Tier 2: Targeted Group Interventions
- Supplemental instruction for students who are not successful in Tier 1
- Targeted interventions oriented toward small-group instruction
- Explicit instruction, rapid response

Tier 3: Intensive, Individual Interventions
- Individualized instruction for students who are not successful in Tier 2
- Intensive interventions oriented toward individual students
- Diagnostic assessments to determine student need
- Higher intensity, longer duration
Core Components of Response to Intervention

1. A Multitiered Intervention Model
   Three tiers of intervention allow schools to offer increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (Tier 1). Interventions in Tiers 2 and 3 are intensified by increasing instructional time, decreasing group size, using materials matched to students’ instructional levels, modifying modes of presentation, and providing regular corrective feedback.

2. Universal Screening
   Screening measures should be brief, reliable, valid, and should help to identify those students who require more intense interventions.

3. Scientifically Validated and Research-Based Interventions
   IDEA 2004 and No Child Left Behind (NCLB) require that interventions be research-based. The research must also be validated by data gathered from scientific studies.

4. Frequent Monitoring of Student Progress
   The progress of students receiving interventions must be monitored frequently in order to determine whether the interventions are producing the desired academic gains. The progress-monitoring measures should be brief, target specific skills, be administered easily, and be used to inform instruction.

5. Data-Based Decision Making
   In all tiers of intervention, data from screening and progress monitoring measures should be used to make educational decisions for individual students.

6. Supplemental Instructional Materials
   Use supplemental instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum and support student learning.

7. English Language Learners
   Instructional strategies should be included to address the specific needs of English language learners.

8. Professional Development
   A high-quality professional development plan should be included to support teachers who are implementing interventions within the RTI framework. The plan should allow for coaching and other opportunities.

9. Coordinated Funding
   Components of RTI funded by IDEA may be coordinated with activities funded by, and carried out under, the Elementary and Secondary Education Act (ESEA).
Math Intervention and Do The Math

According to the 2007 National Assessment of Education Progress (NAEP) Mathematics test, 61 percent of America's fourth graders are not proficient in mathematics. The NAEP data also reveals that 68 percent of eighth graders are not proficient in mathematics. The National Mathematics Advisory Panel’s (NMAP, 2008) Final Report establishes fluency with whole numbers, fluency with fractions, and some aspects of geometry and measurement as critical foundations for algebra. With over two-thirds of eighth-grade students in the United States not proficient in these areas, they are not prepared for success in algebra.

Also, one percent of school-age children experience a math disability not associated with any other learning disability, and two to seven percent experience serious math deficits. Students with mild disabilities do not perform as well as their peers without disabilities on basic operations, and this discrepancy in performance increases with age (Cawley, Parmar, Yan, & Miller, 1996). In addition, students with math disabilities may respond with lower self-esteem, avoidance behaviors, and decreased effort. Learning math is also a challenge for many English language learners, as the content presents its own unique academic vocabulary and is often presented abstractly.

The No Child Left Behind Act requires that all students reach proficiency in math by 2014, and the goals of the National Council of Teachers of Mathematics (NCTM, 2000) aspire for all students to become mathematical problem solvers, learn to communicate and reason mathematically, use representations to model problem situations, and make connections among mathematical ideas. In addition, the National Mathematics Advisory Panel recommends that math curricula for elementary and middle school be a coherent progression of key topics with an emphasis on proficiency with key topics. For many students, especially those who struggle, meeting those goals presents a challenge when they only receive the typical 50 minutes a day dedicated to math instruction. Moreover, many students require instruction that is specifically designed to meet them at their level and to focus on the most critical foundational mathematical concepts.

Do The Math addresses these learning challenges facing American students. The program’s instructional design applies what is known about reaching a wide variety of students who struggle with math to achieve proficiency with arithmetic concepts and skills.
Do The Math Overview

*Do The Math* is a research-based math intervention program designed to support students who are struggling with elementary arithmetic. Developed by Marilyn Burns and a team of Math Solutions master classroom teachers, the program was developed to address the growing national concern regarding mathematics performance in this country. By focusing on number and operations — the cornerstone of elementary math education — the program supports students by building a strong foundation in computation, number sense, and problem solving. Twelve modules focusing on addition, subtraction, multiplication, division, and fractions each consist of thirty 30-minute step-by-step lessons that are scaffolded and paced for students who struggle with math.

*Do The Math* gives students who have fallen behind the chance to catch up and keep up. *Do The Math* helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. To do so, the program offers:

- carefully scaffolded and sequenced content, in small chunks and with appropriate pacing, that allows students to build conceptual understanding and skills;
- instruction that gradually moves students from explicit instruction, to guided practice, to cooperative pair work, to working independently;
- visual directions that support students who may not read well or whose first language is not English;
- consistent encouragement of students to confer with a partner to solve problems, communicate mathematically, and build confidence;
- explicit instruction that presents carefully sequenced experiences through which the students develop concepts, learn skills, see relationships, and make connections;
- games and literature that engage and motivate students, providing them with opportunities to strengthen and reinforce their learning;
- carefully selected vocabulary and straightforward sentences to improve students’ understanding of the directions and questions from the teacher;
- explicit instruction based on the see it, hear it, say it, write it, read it method for learning mathematical vocabulary; and,
- access to materials that teachers can use immediately to meet students’ needs.

Each learning experience encourages students to link concepts and skills to their corresponding mathematical representations and language. A range of assessments, including Beginning-of-Module and End-of-Module Assessments to measure growth and formative and summative tests to monitor progress, give teachers various ways to measure achievement and adjust instruction according to individuals’ needs. In addition, suggestions for differentiating instruction, strategies for supporting English language learners, a series of professional development options, and various materials offer multiple means for addressing every student’s needs.
Do The Math Aligns to Response to Intervention Core Components

The following information outlines how Do The Math addresses the Core Components of a Response to Intervention Model.

A multitiered intervention model with intensity of services increasing as students move up the tiers.

Do The Math has the capacity to be used flexibly by educators within a variety of instructional models that address any one of the three tiers of service delivery — Tier 1, Tier 2, or Tier 3.

For Tier 1, students receive core instructional intervention that is preventive and proactive. Do The Math provides intervention that is ideal for ensuring that students continue to perform at or above grade level and don’t fall behind. Do The Math offers a way to strengthen any core math program by providing the targeted instruction required in addition, subtraction, multiplication, division, and fractions. Unlike most textbooks, which typically cover a broad range of topics, Do The Math modules focus on the concepts and skills essential to long-term student success. Students spend more time developing these concepts and skills over the course of multiple lessons, thus solidifying their foundational knowledge and preventing them from falling behind.

Tier 2 is characterized by targeted group interventions for students who are considered to be at-risk. Students instructed in a regular core program (Tier 1) whose learning is fragile and weak need the additional support of a Tier 2 intervention. Do The Math addresses the needs of students who struggle with core math learning by offering scaffolded instruction, paced specifically to meet their needs, and proven instructional strategies. Explicit step-by-step instruction anticipates common confusions, and the gradual release pedagogy at the core of the program helps all students to move through phases from dependence to independence. In addition, the Beginning-of-Module Assessment reveals a baseline of what students know, and the End-of-Module Assessment shows whether they have mastered the set of objectives taught. After every five lessons, Progress Monitoring Assessments reveal students’ growth so teachers can immediately differentiate their needs.

Tier 3 students are typically individual students who do not respond to the instruction provided in Tiers 1 and 2. Do The Math is paced specifically for students who are not achieving successfully in math. Assessments and student work allow a teacher to monitor a student’s progress and reveal his or her misconceptions and misunderstandings. Formative Assessment through daily observations allows teachers to observe students and provide prompt attention. Progress Monitoring, which occurs every fifth lesson, is followed by suggestions for differentiating instruction.
Do The Math supports those students who struggle with math and those who require differentiated instruction by providing the following:

- **Twelve Different Modules** — Do The Math consists of twelve modules that cover addition, subtraction, multiplication, division, and fractions. Students receive instruction in the topic that aligns to their grade level, their performance, or the goals of their Individualized Education Plans (IEPs).

- **Meaningful Practice** — For each topic, students have multiple opportunities to develop a deep understanding of the operation, the concepts related to the meaning of the operation, the relationships to other operations, the connections to our base-ten numeration system, as well as the increased skills in performing the operations. Written practice is always similar to what students experience during the lesson. It is carefully sequenced so that no new knowledge or skill is required for students to be successful. Practice is supported through visual directions for those students who need point-of-use reminders of the steps involved, and often achieved through partner interaction and game playing.

- **Suggestions for Differentiation** — During the lessons, teachers are encouraged to observe students working in the whole group, with partners, or independently. Specific guidance for how to promote understanding and address student misconceptions is integrated into the lessons. Suggestions for differentiating instruction based on individual formative assessment are included after every fifth lesson, both for students who need additional help and those who are ready for an additional challenge.

**RTI 2** Universal screening measures that are brief, reliable, and valid.

Do The Math has a Beginning-of-Module Assessment for each of its twelve modules. Through a mix of multiple choice and open-ended questions, it yields results and information that help teachers determine which students are in need of more intense interventions. The Beginning-of-Module Assessment for a module is given to students that the teacher has identified as needing instruction on that particular topic. It is administered before beginning instruction in that module. The assessment will reveal what students know in regard to the topic content for that module. The first few questions on the assessment will inform whether the student has the prerequisite skills for that module. If not, the student will need additional support before beginning that module. Additional support may mean moving the student into another module. Each module also includes an End-of-Module Assessment with questions similar to the Beginning-of-Module Assessment so that the teacher can measure student growth.
Scientifically validated and research-based interventions.

For the past 40 years, Marilyn Burns has worked to provide the best quality mathematics instruction to students and teachers. She has spent a lifetime identifying the most effective instructional strategies for supporting students who struggle with math.

*Do The Math* represents the first time her body of work in teaching and learning math has been gathered to create an intervention curriculum. The program's instructional design not only applies what she knows, but also what research concludes about reaching a wide variety of students who struggle with math. The following eight proven instructional strategies are drawn from a foundation of research:

1. **Scaffolding Content** calls for identifying and sequencing the concepts and skills that are essential to the content being taught. Research shows that scaffolding benefits all students, particularly those with learning disabilities and in special education (Gersten, 1998), and those whose second language is English. Students learn better when new knowledge is connected to things they already know and understand (Hiebert & Carpenter, 1992; Hiebert et al., 1997), and their individual needs are more readily met (Kame'enui et al., 2002). Moreover, strategies for scaffolding content, such as organization of concepts, sequencing, and chunking, support teaching for conceptual understanding (Grouws & Cebulla, 2000).

2. **Explicit Instruction** helps students to develop understanding, learn skills, see relationships, and make connections between new learning and what they already know. Explicit concrete-to-representational-to-abstract sequenced instruction is a proven pedagogical strategy for building mathematical knowledge and skills (Witzel, Mercer, & Miller, 2003). Research reveals that explicit instruction yields positive effects on both special education and low-achieving students (NMAP, 2008; NCTM, 2007; Hall, 2002; Adams & Englemann, 1996).

3. **Multiple Strategies** to approaching mathematical knowledge, such as the use of modeling with manipulatives (Sabee & Bavaria, 2005; Sowell, 1989), presenting ideas through literature, and engaging in math concepts and skills through discussion and games, grants students better chances to build number sense, develop mathematical skills, and deepen their understanding (Ball et al., 2005; Tomlinson, 1999), as compared to instruction that relies on a single representation (NMAP, 2008; Ozgun-Koca, 1998; Goldin, 2000; McArthur et al., 1988; Yerushalmy, 1991).

4. **Gradual Release** is a process that begins with teacher modeling, moves to guided practice followed by paired practice, and ends in students completing work independently. Research concludes that optimal learning is achieved when students move through phases of dependence to independence through a gradual release of responsibility model of instruction (Routman, 2003).
5. **Student Interaction** helps students to clarify, explain, and evaluate their own mathematical thinking, as well as the thinking of their partner. Eventually, the practice supports the organization and development of mathematical reasoning skills (Hanna & Yackel, 2000; Chapin et al., 2003). Several studies show that collaborative learning methods such as peer-mediated instruction produce increased achievement and conceptual understanding for students with and without disabilities (Fuchs et al., 1997).

6. **Meaningful Practice** provides students with opportunities to strengthen and reinforce their learning and maximize their success. Practice that focuses on building conceptual understanding related to skills and procedures helps students gain a deeper understanding of a topic (Marzano et al., 2000). Research shows that repeated practice and application are essential for students to attain higher levels of competence (Newell & Rosenbloom, 1981; Gee, 2003; Marzano, 2002; Pressley, 1995).

7. **Vocabulary and Language** are necessary for students to be able to articulate mathematical thinking coherently and precisely. When students receive direct instruction in mathematics vocabulary, they are more successful at solving math problems (Marzano, 2002; Allen, 1988; Ball et al., 2005). Direct vocabulary instruction alleviates confusion about the precise meaning of mathematical words (Raiker, 2002; Shuard & Rothery, 1984).

8. **Assessment and Differentiation** ensure that the needs of all children are met. Providing teachers with specific information about how each student is performing consistently enhances students’ mathematics achievement (NMAP, 2008; Baker et al., 2002). Several studies show that all children, including those who have been traditionally underserved, can learn mathematics when they have access to high-quality instructional programs that support their learning (Campbell, 1994; Griffin et al., 1994; Knapp et al., 1995; Silver & Stein, 1996).

Supporting literature on the development and efficacy of *Do The Math* includes:


Continuous monitoring and progress monitoring are necessary to determine whether the interventions being implemented are working and support teachers in differentiating instruction. *Do The Math* includes several periodic assessments that check student progress and help teachers adjust instruction accordingly.

- **Progress Monitoring** in the form of a written formative assessment occurs after every fifth lesson so teachers can quickly identify and provide immediate support for the students who need it. During every fifth lesson, students independently complete a written assessment which mirrors what they have been working on in the previous four lessons. Teachers then use the results to select and implement the suggestions for differentiation included in the program and make decisions about targeting instruction according to each student’s needs.

- **Formative Assessment** through daily observations is built into the program so students receive the prompt attention and differentiation required to enable them to develop conceptual understanding and skills successfully. Supporting instruction boxes appear frequently to highlight opportunities for teachers to observe student understanding and provide additional support.
**RTI 5** Data-based decision making.

*Do The Math* provides various opportunities for teachers to collect and use data to inform and target their instruction in order to meet all of their students’ diverse needs.

Teachers record students’ progress monitoring results on a copy of the Objectives Tracker found at the back of each module’s Teacher Guide. The tracker is provided so that teachers may document students’ progress at meeting each module objective by recording the date when the student consistently performed the objective with accuracy.

Students complete the Beginning-of-Module Assessment as a pre-module snapshot of what they know.

Upon completion of the module, administering the End-of-Module Assessment provides the teacher with documentation for mathematical growth in skill and understanding demonstrated by each student.
Supplemental instructional materials, where appropriate, to strengthen the efficacy of a comprehensive core curriculum and support student learning.

*Do The Math* provides materials that support both teachers and students and complement any core program.

- *Teacher Guides* give teachers the information necessary for teaching the lessons, including step-by-step teaching instructions, guidance for monitoring student progress, and specifics about how to use the other materials provided in the program.

- *Teacher Demonstration Materials* needed for instruction are provided in a separate mesh bag for easy access.

- *TeacherSpace™* offers professional resources related to the program, including a CD-ROM with videos, reproducibles, and professional articles.

- A *Professional Resource Book* from the Teaching Arithmetic series published by Math Solutions provides mathematical and pedagogical support for the particular topic addressed in the module.

- *WorkSpace* assignments are integrated into the lessons. Pages are designed to support students’ transition to independent work and to help teachers monitor students’ progress. The Annotated Teacher Version is a replica of the Student Version and shows answers to help with quick monitoring.

- *Student Pair Materials* are hands-on to support student learning.

- *Games* for providing student practice are integrated into the lessons and are also provided in a games bag which can be used in a math center or outside the regular classroom for additional practice.

- *Read-Alouds* support the mathematics in each module. Children’s literature is incorporated into each module to provide an engaging springboard for instruction.
Instructional strategies specific to the needs of English language learners.

Do The Math is designed to grant maximum access and success for English language learners, with an emphasis on language development, the incorporation of visual representations and directions, and consistency across all instructional routines.

- The four-phase gradual release model prepares all students for individual success and ensures that they are prepared to complete their work independently. Routines are well established so English language learners can focus on the content and not the process of the assignment.

- Numerous structured opportunities for students to engage in meaningful conversations about math are embedded throughout the program to support intentional vocabulary and language development, while increasing access to content. Working in pairs allows for English language learners to speak in their first language in order to understand the task at hand before practicing articulating their solution in English when they share with the larger group.

- “Built-in-Differentiation” notes on each planner page summarize for teachers some of the important key practices used in each lesson that support English language learners.

- Visual tools, such as visual representations of mathematical concepts, visual directions in the student WorkSpace, visual representations of manipulatives, and the visual connections to mathematics in children’s literature all support students whose second language is English.

- Math vocabulary is explicitly taught using a consistent routine. Every lesson includes a sidebar that highlights the key math and academic vocabulary used in each lesson along with the Spanish translation of each word or phrase. Language Development boxes provide further explanation and additional support.

- All communication to parents is available in Spanish through the Community News located on the TeacherSpace™ CD-ROM. Through this ongoing communication, parents are kept informed of the topics and concepts that have been presented in the classroom. The Community News also includes suggested activities for students to try at home.
A strong professional development plan to support teachers implementing RTI.

*Do The Math* offers a variety of professional development solutions:

1. **Embedded Professional Development:**
   - *Teacher Guide:* The Teacher Guide provides all the information needed for preparing to teach the lesson, step-by-step teaching instructions, and guidance for monitoring student progress. Supporting Instruction, Language Development, and Mathematical Background boxes at point-of-use provide professional information that help prevent teaching stumbling blocks.
   - *TeacherSpace™:* This binder includes a CD-ROM with videos of actual lessons and Marilyn Burns’s descriptions of the pedagogy and the deep thinking that went into creating the scaffolded and sequenced lessons. Also provided on the CD-ROM are reproducibles and professional articles related to the program that teachers can print out, organize, and store in this binder.
   - *Teaching Arithmetic:* One copy from this series published by Math Solutions Publications accompanies each module. The topic of the accompanying book matches the particular topic addressed in the module providing additional mathematical and pedagogical support.

2. **Scholastic Implementation Training:**
   - Provides teachers with a half-day of hands-on experience with *Do The Math* program components, designed to focus on any one of the particular modules.
   - Provides teachers with ways to effectively implement *Do The Math* as well as to highlight the instructional strategies that are built into the program.
3. **Professional Development Collaboration:**
Scholastic has collaborated with Math Solutions Professional Development (www.mathsolutions.com) to offer teachers professional development options that focus on the mathematics and pedagogical choices that are the foundation of every *Do The Math* lesson. They are:

- **Two-Day Introductory Courses: Support for Getting Started**
  - Presents the components of the program and illustrates their use and management.
  - Prepares teachers to implement the Instructional Strategies built into *Do The Math* lessons.

- **Five-Day School-Year Series: Direct Connection with Classroom Instruction**
  - Presents the components of the program and illustrates their use and management.
  - Prepares teachers to implement the Instructional Strategies built into *Do The Math* lessons.
  - Engages teachers in back-to-school action research for implementing *Do The Math*.
  - Provides ongoing feedback to teachers about their instruction as they implement *Do The Math*.

- **Five-Day Immersion Summer Courses: In-Depth Experience with Program Content and Instructional Strategies**
  - Presents the components of the program and illustrates their use and management.
  - Prepares teachers to implement the Instructional Strategies built into *Do The Math* lessons.
  - Builds teachers’ knowledge of the essential underlying mathematics content for *Do The Math*.
  - Develops teachers’ understanding of how students learn math.
  - Prepares teachers to implement ongoing progress monitoring and differentiation of instruction for optimal learning.
IDEA RTI funding in coordination with activities funded by, and carried out under, the ESEA.

*Do The Math* can be purchased and implemented using a variety of sources including state funds, funds from local districts, or donations from private foundations. The federal funding programs for which it qualifies include:

1. **Title 1, Part A — Improving Basic Programs**
   
   Title 1, Part A intends to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.

2. **Title 1, Part A — Supplemental Education Services (SES)**
   
   Title 1, Part A — SES intends to provide after-school tutoring for economically disadvantaged students who attend schools in their third consecutive year of not making Adequate Yearly Progress (AYP). Districts set aside between 5 to 15% of Title 1 funds for SES.

3. **21st Century Community Learning Centers**
   
   The 21st Century Community Learning Centers competitive grant provides services during nonschool hours or periods to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standings.
Summary

Do The Math strengthens and complements the implementation of RTI in schools. Do The Math is a research-based math intervention program that proactively improves young students’ access to the core curriculum by supporting the development of the underlying concepts of mathematics for all students (Tier 1), differentiating and targeting intervention for groups of students who need additional support (Tier 2), or providing assessments and targeted interventions for individual students who have not yet acquired a foundational understanding of key topics in number and operations (Tier 3).

Do The Math is a mathematics intervention program that addresses the diverse needs of all students. Incorporating research-based instructional strategies to specifically meet the needs of students who struggle with math, the program helps students to gain the necessary conceptual understanding of addition, subtraction, multiplication, division, and fractions. Moreover, there are assessments and suggestions for differentiation embedded in the program that guide the teacher as to when a student may need additional support in order to succeed. Ongoing progress monitoring, professional development resources, and supplementary materials further assist practitioners to use the program effectively to meet the goals of RTI.
References


References


References


