

Implementation Guidelines of Tier 2 Mathematics Interventions in Denver Public Schools

Information	Mathematics Navigator (Grades 3–10)	ALEKS (Grades 3–12)	ORIGOmth (Grades 1–2)
Identified student need addressed by program	<ul style="list-style-type: none"> • Conceptual and procedural (skill) knowledge • Accuracy and automaticity in basic fact fluency 	<ul style="list-style-type: none"> • Individual student knowledge in all math strands • Individualized instruction via computer 	<ul style="list-style-type: none"> • Computation • Problem solving • Number sense
Placement criteria—Program-specific diagnostic screening for students: <ul style="list-style-type: none"> • Below proficiency on 2009 CSAP Math AND • Below proficiency on Spring 2009 DPS math benchmark 	<ul style="list-style-type: none"> • Students performing below 50% on Mathematics Navigator screener and/or below 65% on pre-test for each module 	<ul style="list-style-type: none"> • Students scoring less than 10% need lower level • Students scoring above 90% move to next level • Each student has individual pie chart of proficiency by strand 	<ul style="list-style-type: none"> • Prerequisite checklist for Grade 1 • Pre-test for all other grades
Recommended group size	<ul style="list-style-type: none"> • Elementary—up to 10 students • Secondary—up to 30 students 	<ul style="list-style-type: none"> • One student per computer 	<ul style="list-style-type: none"> • Up to 10 students
Required professional development	<ul style="list-style-type: none"> • Full day—district provides professional development; schools provide coverage for participants • Online professional development available • Continued site-based support from central coordinators, Rtl team coaches, and network instructional specialists 	<ul style="list-style-type: none"> • Full day—district provides professional development; schools provide coverage for participants • Free ongoing online professional development available to ALEKS customers • Continued site-based support from central coordinators, Rtl team coaches, and network instructional specialists 	<ul style="list-style-type: none"> • Full day—district provides professional development; schools provide coverage for participants • Continued site-based support from central coordinators, Rtl team coaches, and network instructional specialists
Suggested instructional time (per day or week) in addition to core mathematics instruction	<ul style="list-style-type: none"> • Minimum three days per week; 35–45 minutes per intervention session 	<ul style="list-style-type: none"> • 2½ hours per week 	<ul style="list-style-type: none"> • 15–20 minutes per day
Estimated time frame	<ul style="list-style-type: none"> • 20 lessons per module; pacing is approximately one lesson per day 	<ul style="list-style-type: none"> • Individual need 	<ul style="list-style-type: none"> • 2 weeks per unit (includes assessment)
Questions to Consider as You Plan for Implementation			
<ol style="list-style-type: none"> 1. How many students would require this intervention? 2. How many groups are required? 3. How will it be scheduled? 4. Who would teach this intervention? 5. Where would it be taught (location)? 6. What is the intended date for implementation? 			