



# K-8 MATH

## Extra Time Model Policy

### ExcelinEd Policy Toolkit

{Title} The (*insert name of Act or policy*)

{Intent} It is the intent of the Legislature is that each student is prepared for success in Algebra.

#### A. Definitions

- (1) Department. The state Department of Education.
- (2) Math difficulty. Demonstrated by a student scoring below proficient on the state math assessment or equivalent measure as determined by the Department.
- (3) Intervention. A specific program, activity, or set of steps used to help students improve in an area of need that may include additional time, high-dosage tutoring, small group instruction, etc.
- (4) Screening. Assessment that identifies students who are not meeting grade-level learning goals and checks to see if students might be at risk for math difficulties.
- (5) Progress monitoring. Maintaining data and evaluating the effectiveness of instruction and intervention using student achievement and growth data.
- (6) Explicit instruction. A purposeful way of overtly instructing students using a clear-cut and finite way of teaching that includes both instructional and delivery procedures.

B. **Math Instruction and Intervention.** Districts shall adopt high-quality instructional materials and offer evidence-based math intervention programs to each K-8 student who exhibits math difficulty as defined in Section A of this Act. The math intervention program shall be provided in addition to daily math instruction that is provided to all students in the general education classroom. The math intervention program shall be:

- (1) Provided to all K-8 students identified with math difficulty as determined by the Department-approved assessment system administered within the first thirty (30) days of school;
- (2) Explicit and systematic instruction in concepts, procedures, strategies, reasoning, and disposition with a specific focus on whole numbers, fractions and aspects of measurement and geometry;
- (3) Targeted individual or small group math intervention for at least 30 minutes 3-5 times per week or 60 hours in a school year based on student need, including explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
- (4) Delivered by a highly effective math teacher as demonstrated by student math performance data and teacher performance evaluations.
- (5) Continuously monitor math progress of each student's math skills throughout the school year and adjust instruction according to student needs; and
- (6) Implemented during regular school hours and as needed before and after school.

C. **Parent Notification.** The parent of any K-8 student who exhibits math difficulty at any time during the school year must be notified in writing, in language understandable to the parent, of the exact nature of the student's difficulty in math no later than 15 calendar days after the identification of the math difficulty, and the written notification must include:

- (1) That his or her child has been identified as having math difficulty, and a math improvement plan will be developed by the teacher, principal, other pertinent school personnel, and the parent(s).
- (2) A description of the current services that are provided to the child.



- (3) A description of the proposed effective, research-based math interventions and supplemental instructional services and supports that will be provided to the child that are designed to remedy the identified area(s) of math difficulty.
  - (4) Notification that the parent will be informed in writing of their child's progress toward grade-level math at least monthly.
  - (5) Strategies for parents to use at home to help their child succeed in math.
- D. **State Board Authority and Responsibilities.** The State Board of Education shall have authority to enforce this chapter.