



- ASSUMPTIONS**
- Teachers have computer, web access, and printing capability in their classrooms
 - Instructional time is allocated for math instruction and supplemental intervention

- EVIDENCE**
- Technically adequate screening identifies children at-risk for failure.
 - Formative assessment improves achievement
 - Complex decision models interfere with correct intervention use
 - Classwide, small-group, and individual math intervention that is correctly aligned with student need and fully implemented can prevent mathematics failure for most students.

- EXTERNAL FACTORS**
- School-level support for assessment and intervention implementation
 - Culture that embraces academic improvements