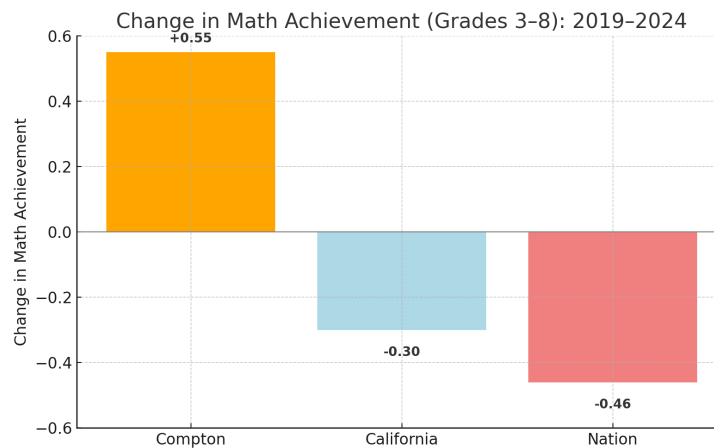


### School District Makes Notable Progress Following Implementation of TCM Interventions

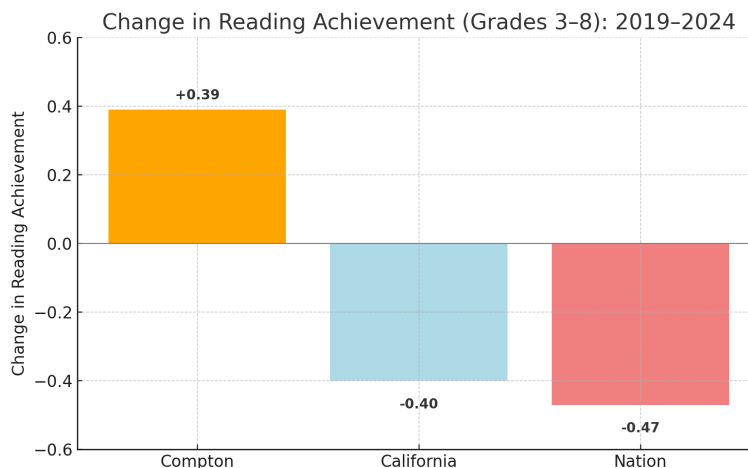
A Southern California school district provides an illustrative example of the positive outcomes achieved when implementing Teacher Created Materials' (TCM) intervention programs. Historically experiencing academic challenges, this district prioritized targeted academic interventions and has seen substantial improvements in student achievement. In January 2022, the district implemented TCM's [Focused Reading Intervention \(FRI\)](#) and [Focused Mathematics Intervention \(FMI\)](#) programs as [primary resources](#), replacing earlier intervention methods.

Following this adoption, the district realized significant test-score gains, surpassing state and national trends. According to a [Los Angeles Times](#) analysis, students in this unified school district have achieved approximately half a grade level increase in math and nearly half a grade level increase in reading since 2019. This progress contrasts notably [with California](#) and [national averages](#):

- **Change in Math Achievement in Grades 3–8 (2019–2024):** Compton improved by approximately 0.55 grade levels in math since 2019, while state and national averages declined by 0.30 and 0.46 grade levels. The improvement in Compton's math performance aligns with the district's adoption of the FMI program in 2022.



- **Change in Reading Achievement in Grades 3–8 (2019–2024):** Compton gained 0.39 grade levels in reading, exceeding pre-pandemic performance, whereas state and national averages decreased by 0.40 and 0.47 grade levels. This progress coincides with the adoption of the FRI program.



### **Factors Associated with Compton's Academic Progress**

- **Targeted In-Class Tutoring:** The district strategically implemented targeted tutoring within regular classroom settings, providing immediate support for students identified as needing additional help.
- **Extended Instructional Time:** The district increased instructional time through extended learning opportunities, helping students reinforce and deepen their understanding of foundational skills.
- **Comprehensive Teacher Coaching:** Professional development and coaching were closely aligned with TCM's intervention programs, equipping teachers with effective methods to address student needs directly.
- **Systematic Use of Data:** Frequent assessments and "data chats" were systematically employed to inform instruction. Teachers used data-driven insights to identify learning gaps and adjust teaching strategies accordingly.

The structured implementation of TCM's intervention resources, supported by the above factors, provided educators with robust tools and strategies, enhancing student skill development. Notably, this district's test scores, already improving pre-pandemic, continued to rise consistently between 2022 and 2024, distinguishing the district positively compared to declining national and state trends. Researchers highlight that by 2025, the district's academic outcomes reached levels comparable to the state average, a notable achievement given the district's demographic and socioeconomic context. District leadership, including Superintendent Dr. Darin Brawley, underscored the importance of regular assessments, strategic instructional adjustments, and interim testing to personalize student learning experiences, practices strongly aligned with FRI and FMI approaches.

[Ranked first in California](#) among similar districts for test-score improvements post-pandemic, Compton is recognized nationally for its notable academic growth during this period. Their results offer compelling evidence of the correlation between TCM's structured intervention programs and student achievement improvements.

## References

- **Compton USD Mid-Year Annual Update [Presentation: 2022–2023](#)**—Mentions Teacher Created Materials' *Focused Reading Intervention* and *Focused Mathematics Intervention* programs as the district's primary intervention resources (see pages 19 and 35).

13	<b>Summer School Program</b>  Mario Marcos (Ed. Services)	Completed	<p>The CUSD K-7 Summer Academy was developed from <b>June 21st to July 30th</b> from 8:30 am - 2:00 pm in all 21 elementary sites. All middle and high schools also offered summer school. Close to 5,000 students attended the program.</p> <p>Summer School teachers attended professional development with a focus on Reading and Math Instruction. Curriculum resources for K-2 included Wonders and Go Math as well as <b>teacher created materials</b> and <b>Focused Reading Intervention</b> and <b>Focused Math Intervention</b> for 3rd-8th grades. Enrichment opportunities included Journalism and STEAM. At the high school level the focus was on credit recovery.</p>
9	<b>Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources</b>  Mario Marcos (Ed. Services)	In Progress	<p>CUSD schools have provided high-need, low-income students <b>additional resources and standards aligned instructional materials</b> (e.g. math intervention materials, high-interest, low-level reading materials, access to <b>math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries etc.</b>) beyond what the core program has to offer with the ultimate goal to help bridge the gap to rigorous coursework. For example, the REWARDS program was utilized for grades 6th -8th reading intervention until December 2021. Since January 2022, <b>Focused Reading Intervention &amp; Focused Math Intervention</b> have been utilized as the primary intervention materials for Cycle 2 of <b>intervention to reinforces basic Math and Literacy skills.</b></p>

- **Compton Unified stands out as a national leader in raising student test scores [Los Angeles Times](#)**—Mentions Compton's dramatic academic turnaround, with students making significant post-pandemic gains in math and reading through data-driven strategies, intensive tutoring, and strong district leadership.
- **Pivoting from Pandemic Recovery to Long Term Reform: [A District Level Analysis](#)**—Presents national trends in grade-level learning losses and gains (see Figure 2, page 10), which are used for national comparison in the narrative.
- **Compton Unified Math and Reading Scores [Education Recovery Scorecard](#)**—Mentions math and reading score changes from 2019 to 2024 in Compton, CA, and similar districts in CA.
- **Compton Unified Ranked 1<sup>st</sup> in California Test Score Performance [CUSD Media Release](#)**—Mentions CUSD ranking 1<sup>st</sup> in performance among unified school districts with similar demographic and socio-economic profiles.