

A large red square with a white border, centered on a white background. Inside the square, the words "Intervention" and "Research" are written in white, stacked vertically.

Intervention Research

Resources

- [National Student Support Accelerator Website](#)
 - The National Student Support Accelerator (NSSA) is a program of the Stanford Accelerator for Learning and EdSolutions at Stanford University. NSSA is devoted to translating promising research about how tutoring can benefit students into action on the ground.
- [Us Department of Education Article](#)
 - Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
- [Research for Action Article](#)
 - DESIGN PRINCIPLES FOR ACCELERATING STUDENT LEARNING WITH HIGH-IMPACT TUTORING

Conclusions

Intervention Model

- Group students based on skill level (regroup when needed)
- In person intervention is best with small groups
 - Research showed similar impact with 2:1 or 4:1 small groups
- Small case study showed promising results for virtual 1-1 tutoring

Dosage

- 30-60 minutes 3-5 times a week has the most impact
- Elementary students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week).

Conclusions

Instructors

- Certificated teachers are the most effective instructor but also more costly
- Interventions with paraprofessionals can be as effective as certificated teachers as long as they:
 - Receive adequate and ongoing training
 - Receive support and performance management
- Planning time should be spent intellectually planning with curriculum and not creating resources themselves

Conclusions

Content

- Instructors should have a curriculum to **follow**
- Tutoring most effective when the curriculum **aligns with classroom curriculum**
- Alignment ensures **academic language and models** are the same to support student learning
- Use **data** to identify and target **specific skill needs** for particular students.
- While students **may need remediation** on missing foundational skills, they will also **need support in learning how to apply those skills to new, grade-level concepts to accelerate their learning going forward.** Tutors must maintain a **balance** between the two with each student.

Implications

Keep

- Blended learning model
- PDs for staff: MTSS, Academics, Culture
- Model of cohorts 2x/week or 4x/week
- Emerging leader support with coaching!
- Intervention Scoreboard for observations

Implications

Changes

- For semester 1 (24-25), focus on students at emergency levels (2 or more years below) but support with pre-requisite skills needed for their math units during the day.
- More closely align vocab, models, and strategies to math during the day curriculum - make explicit with staff
 - Addition Anchor Charts
 - Multiplication Anchor Chart
 - Fractions Anchor Chart
- Be more data driven with exit tickets
- Observation feedback loop with instructors
- Have **focus instructors** for S2 based on MOY data for students
- Ensure **all** students are at a similar skill level in **Middle School Classes**

Semester 2 Math Intervention

- Have Mathnasium work with MS students who need cusp across our network
- Have our internal teachers work with cusp students (except for BUR)
 - Will vary by site after looking at grade level data and # of students

Mathnasium Proposals

Proposal 1: \$131,000

- 100 individual students (50 students each day, 25 each session)
- Enrollment is \$10,000 for a cohort of 100 students.
- Tuition is \$1210 per student (\$121,000 total)
 - Tuition includes online software used to administer the program, learning plans, and Instructor time.
- January 29th - April 26th. This accounts for 11 weeks of attended sessions by students.

Proposal 2: \$99,560

- 76 individual students (38 students each day, 19 each session)
- Enrollment is \$7,600 for a cohort of 76 students.
- Tuition is \$1210 per student (\$91,960 total)
 - Tuition includes online software used to administer the program, learning plans, and Instructor time.
- January 29th - April 26th. This accounts for 11 weeks of attended sessions by students.

School Budgets

| Site | Currently Budgeted | Additional possibly available |
|------|--------------------|-------------------------------|
| BUR | \$50,000 | \$20,000 |
| CAS | \$70,000 | \$10,000 |
| CIS | \$30,000 | \$0 |
| EIS | \$20,104 | \$10,000 |
| KAY | \$25,000 | \$30,000 |

Questions

Which students do we target for Middle School intervention semester 1 next school year if they are working on prerequisite skills needed from the grade level below (e.g. 7th working on 6th grade skills)?

Next Steps

- Grades and teachers highlighted in bright yellow focus for cusp kids
- Light yellow - nice to have, not necessary
- Focus Mathnasium in middle school - cusp

Data

CUSP

KAY - 5th- 8th

CAS-EIS - 3rd - 6th

CIS - 5th, 6th, 8th

BUR - 6-8