



THIRD SPACE
LEARNING

Effective Math Interventions: A Guide for Schools and Districts

Tools, strategies, and advice on implementing Tier 1, Tier 2, and Tier 3 math interventions to raise attainment in the students who need it most

School and District Leader Guides

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Introduction

In every math class, there are students who need a little extra help to keep up with their peers. Even for the most experienced teacher, it can be difficult to give those students the supplementary support they need.



In the recent National Assessment of Educational Progress, often referred to as the nation's report card, we saw the steepest decline ever recorded in national proficiency levels for math and reading. Only 39% of 4th Grade students were considered proficient at Math - meaning that 61% of 4th Grade students are not reaching the required standard.

National Assessment of Educational Progress

Math interventions are essential for making sure struggling students are getting additional opportunities to consolidate knowledge and apply their skills over and above classroom teaching.

Here at Third Space Learning, we've provided high quality online one-on-one tutoring to over 196,000 students since 2013. We've learned a lot along the way about how to create and facilitate an effective one-on-one intervention program - including what not to do!

In this guide, we'll share the knowledge and expertise we've acquired from working with 4,200+ schools to help you get the most out of your own school or district interventions.

"Third Space Learning has solved the problem of not having enough time or resources to fill gaps in student learning."



Liz Avery, Math Instructional Coach,
Renaissance Academy Charter School of The Arts (NY)



Why do we need interventions?

Schools choose to implement interventions for a number of reasons. These can include:

- ✓ Improving academic performance
- ✓ Addressing behavioral issues
- ✓ Promoting positive social interactions
- ✓ Ensuring a safe and inclusive learning environment

Whether the school interventions are for academic reasons or social emotional learning reasons they are designed to provide additional support and resources to help students succeed.

In the early years of schooling, students may need interventions in mathematics, reading, and writing. When good intervention programs are in place in elementary schools, it sets students up for academic success as they move into middle school.

The importance of math interventions

In math, when learning gaps are not addressed it can become a challenge as students move from one grade level to the next. It is essential that students build a strong understanding of foundational concepts in elementary school, such as number sense, to conceptualize higher order, abstract mathematical concepts addressed in later schooling.

In addition, research has shown that the COVID-19 pandemic continues to have a greater impact on learning loss in math, compared to other subjects. As these gaps escalate, they can cause students to fall further behind as they struggle to keep up in class. This also directly impacts student confidence and self-esteem which can lead to 'math anxiety', thus creating a vicious cycle.

It's for this reason that the link between elementary school performance and secondary school performance is stronger in math than any other subject. Students who leave elementary school without the skills and knowledge required will find it harder to catch up once in secondary school. Math builds upon prerequisite knowledge more so than other subjects.



“Math skills have a profound long-term impact on both individuals and society, and early difficulties in math tend to be compounded as students move through their education. There is therefore an urgent need to tackle learning loss in math, particularly at the elementary level.”

‘A Space for Maths’ - CFEY Report - Loic Menzies, Baz Ramaiah and Catherine Boulton

Different models for interventions

With a decline in state assessment data post-pandemic, school districts across the country are placing emphasis on intervention models.

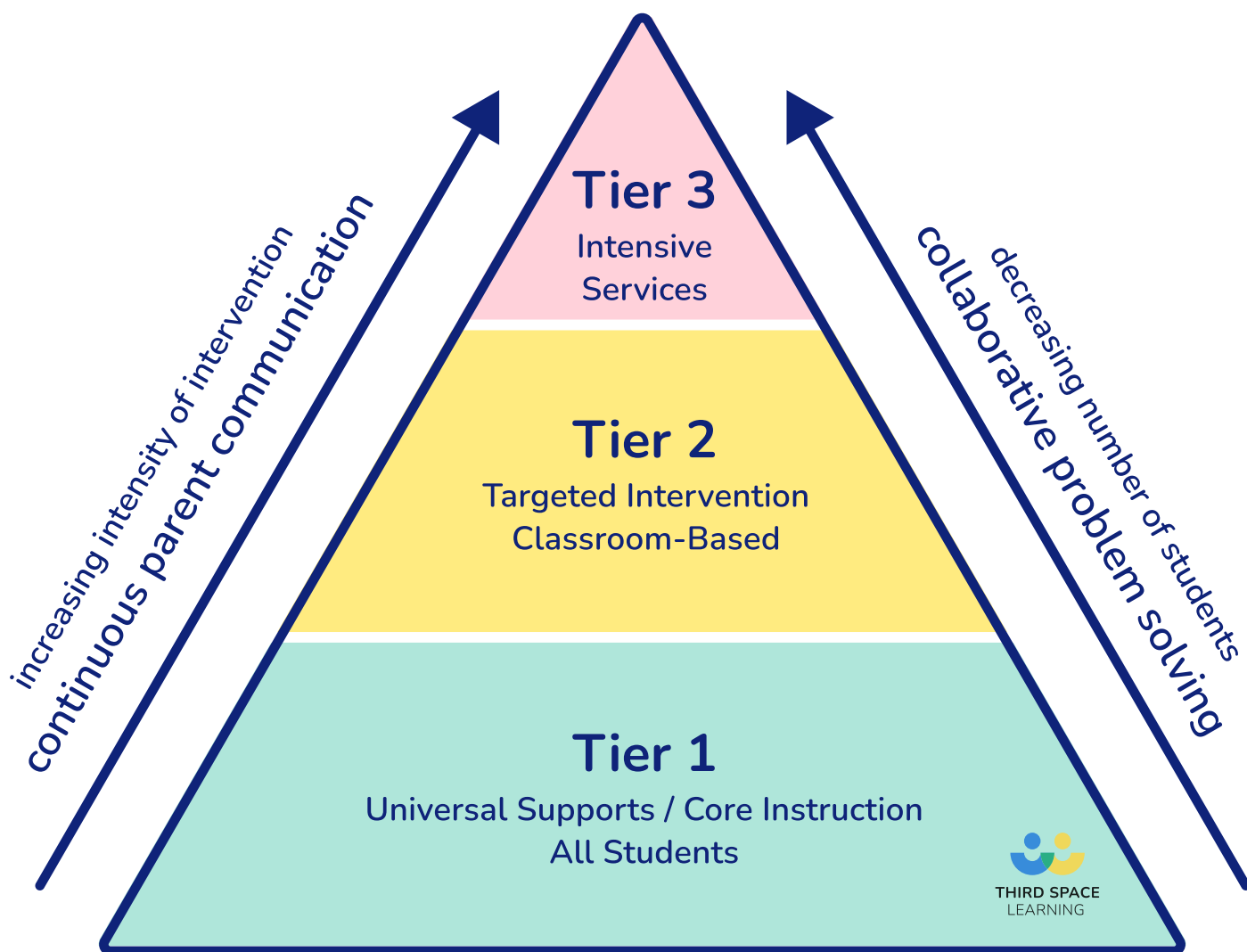
- ✓ **Response to Intervention (RTI)** is an intervention educational model that provides academic support to struggling students.
- ✓ **Multi-Tiered Systems of Support (MTSS)** is a broader intervention educational model that takes into account academic support as well as support for behavior, social, and emotional learning.
- ✓ **Positive Behavioral Interventions and Supports (PBIS)** is an intervention model focused on behavior supports for students.

It is likely in the elementary level that students who need academic support might also need behavior support.

For more information on PBIS, visit the [Center on PBIS website](#).

In the MTSS or [RTI intervention](#)² models, ALL students receive core instruction, core behavior support, and universal screening. Students who require more support receive tiered interventions.

Tiered interventions are structured frameworks designed to provide different levels of support to students. They are typically split into three tiers:



On the following pages you will find detailed recommendations and examples of best practice in math interventions for each tier.

Tier 1 Intervention

What is Tier 1 intervention?

Tier 1 math intervention is the initial level of support provided to **students that need it in the classroom**. It is high-quality, evidence based instructional practices that are part of the core curriculum. Tier 1 interventions are particularly important to the MTSS framework because they provide a baseline to ensure all students receive high-quality education.

Who delivers Tier 1 intervention?

Tier 1 intervention is typically facilitated by the classroom teacher because it is their responsibility to implement high-quality, evidence based instruction. The classroom teacher is trained to differentiate instruction and provide support to address the diverse learning needs of students.

Why are Tier 1 interventions important?

Tier 1 interventions are intended to **prevent** students falling behind. It forms the foundation of support for all students in the classroom. By implementing high-quality Tier 1 instructional strategies, schools can ensure that the majority of the students receive effective, tailored instruction. It also helps to identify the needs for further interventions.

How can your school implement Tier 1 intervention?

✓ Identify your goal

Use a goal assessment to figure out the focus of your Tier 1 intervention plan. There are many components to the MTSS framework, including academic, behavioral, and social-emotional supports; using a goal assessment will help determine focus areas.

For example, a third-grade student struggling with multiplication might have a goal assessment that includes:

- **Baseline test:** Assess current multiplication skills to determine starting proficiency
- **Weekly quizzes:** Monitor progress with brief, focused quizzes
- **Monthly benchmarks:** Evaluate progress with more comprehensive assessments
- **Data review meetings:** Schedule regular meetings with teachers and intervention specialists to review data and adjust the support plan as needed

✓ Select your strategy

Consider the appropriate evidence-based strategies that will help achieve your Tier 1 intervention goal.

6 Tier 1 strategies to provide intensification

1 Frequency of lessons

A lot of times, quality is prioritized over quantity. However, more exposure to math concepts and practice opportunities can benefit some students. More frequent lessons also provide opportunities for multiple mathematical strategies, manipulatives and tools to deepen understanding.

2 Opportunities to work in small groups

Small group work helps teachers and students. It allows teachers to target instruction more effectively. It also allows students to receive the specific help that they need with the assignments they are working on.

3 Encouraging students to verbalize their thinking

Keep lessons concise. Who is talking the most? Aim for a classroom where students are active learners and doing most of the talking. They should be at the center of the learning. It also helps to keep them on track and focused on the curriculum.

4 Grouping students

Using the curriculum content as well as informal assessment of students, group students so that they will meet the learning targets.

For instance, when working on the standard algorithm for multiplication, you may want a group that focuses on regrouping and another group where regrouping occurs more than once.

Then decide which students fit into which group, most likely the group sizes will be different! If one group is too big, split this group into smaller groups to work on the same material.

Not all groups may get to work with an adult in one lesson. A rotating schedule can be helpful to try and work with all groups in one week.

5 Positive reinforcement

Math can be challenging and requires problem-solving, communication, metacognition, and perseverance. Praising effort helps encourage students to persevere.

Make positive reinforcement specific and highlight the mathematical thinking or strategy the student is using well. Praising students to the whole class encourages others to adopt the same successful mathematical thinking or strategies.

6 Personalized learning with technology-based interventions

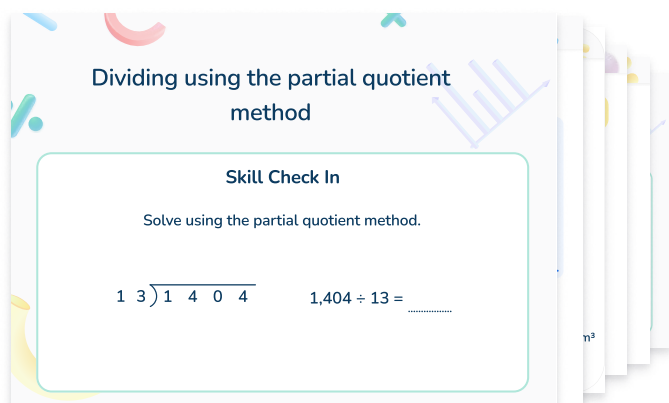
Technology-based interventions have been shown to improve student engagement in the mathematics classroom. Personalized learning motivates students, provides autonomy over their learning experiences and increases their achievement.

Like all interventions, technology-based learning should be evidence-based and support social classroom interactions.



Here at Third Space Learning, our highly trained AI math tutor, Skye, uses a pre-assessment skill check-in, assessment for learning and a post-assessment skill check-out to monitor student progress and personalize learning in real-time to ensure maximum student achievement.

1. Diagnostic question →
2. I do
3. We do
4. You do
5. Challenge
6. Summative assessment



Dividing using the partial quotient method

Skill Check In

Solve using the partial quotient method.

$$13 \overline{) 1404}$$

$$1,404 \div 13 = \dots\dots\dots$$

An example grade 5 lesson:
Dividing using the partial quotient method

Monitor progress and set a review date

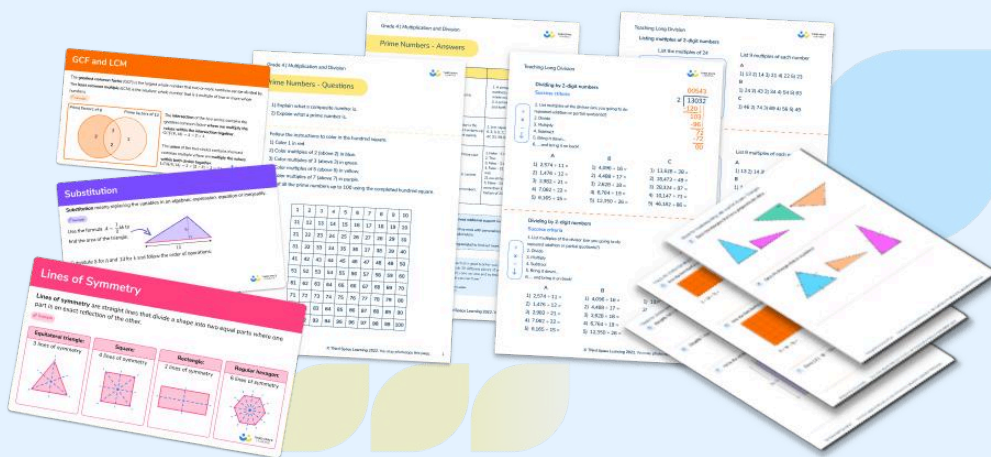
All MTSS strategies must be monitored and evaluated to ensure they are effective. Decide what monitoring will look like and set a date to check in on progress.

For Tier 1 interventions, grade-level curriculum-based assessments are often used to check progress and evaluate the effectiveness of the intervention initiative.

How does Third Space Learning support Tier 1 interventions?

By targeting the students that really need it, Third Space Learning's personalized tutoring gives teachers more time to deliver high quality whole class teaching. This also means more time on planning and implementing their Tier 1 interventions, making them more effective.

Our [Math Resource Library](#) is also full of free classroom resources and PD to help maximize teachers' time - all free of charge!



Tier 2 Intervention

What is Tier 2 intervention?

Tier 2 intervention, also known as **targeted intervention**, is small group lessons aimed at helping students that are not making progress in Tier 1. Instruction focuses on specific skills that students need to progress. It may be that learners have a gap in their learning like number sense or fractions but need to before making progress.

Who delivers Tier 2 intervention?

Tier 2 intervention is usually facilitated by a trained professional such as an interventionist, special education teacher, or classroom teacher. Intervention is targeted to students who require more support than what is provided in the general classroom.

Why are Tier 2 interventions important?

Tier 2 interventions provide students with remediation and reteaching of foundational skills and provide teachers with information about how a student understands and masters skills.

Ideally, in Tier 2, a student will progress, eliminate learning gaps, meet grade level standards, and return to their general class. But, if a learner is not making expected progress, Tier 2 information is helpful when a student is referred for Tier 3 intervention.

How can your school implement Tier 2 intervention?

✓ Match the strategy with student need

Teachers should review data from summative assessments, curriculum-based formal and informal assessments, and universal screeners to identify which students need Tier 2 interventions. When you have identified which students have learning gaps, you can administer an additional assessment to identify the specific skills students need to master.

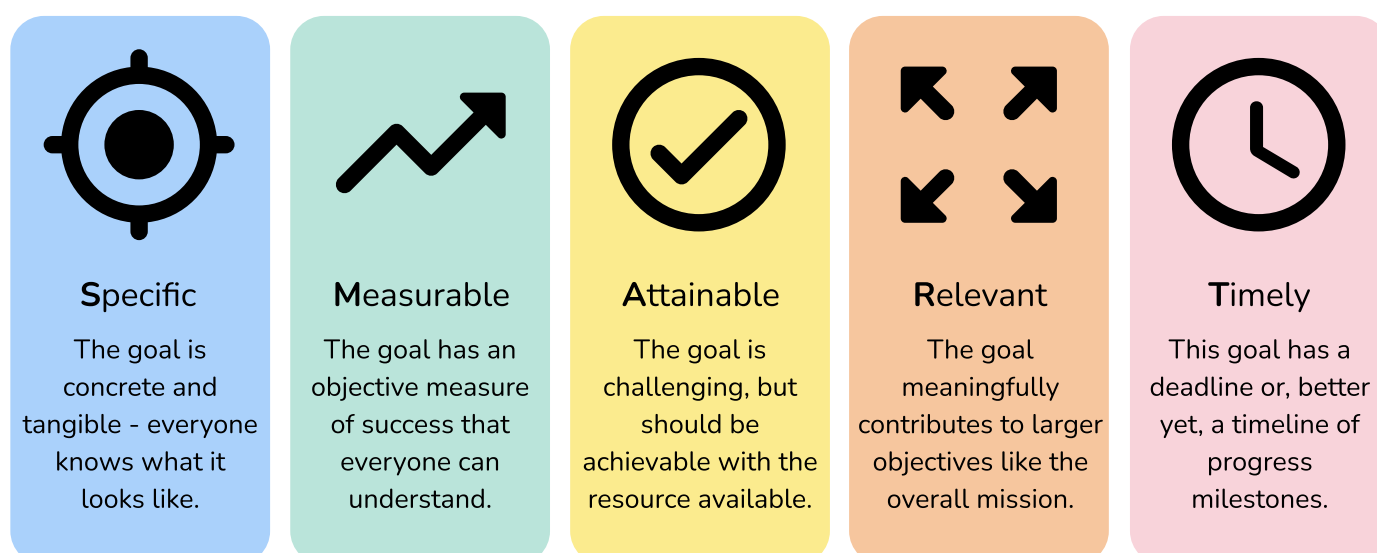
Alternatively, teachers will use behavior assessments to identify students who may need positive behavior interventions and supports (PBIS).

✓ Provide training and professional development

Depending on the school, teachers, tutors, or interventionists may plan and deliver instruction. If non-specialists are delivering the intervention, ensure they have training and support.

✓ Set student goals

Remember that the most effective interventions always start with the goal. So, for effective Tier 2 interventions be sure to start with goal setting, specifically S.M.A.R.T. goal setting. S.M.A.R.T. goals are:



For example,

- When given a set of 50 addition and subtraction facts, the student will complete 80% of them within 4 minutes.
- When given a word problem, the student will follow a checklist to complete the problem 4 out of 5 trials.
- When given a word problem, the student will apply a problem solving strategy to correctly solve the problem 4 out of 5 trials.

✓ Identify research-based strategies to teach the skill and set the schedule

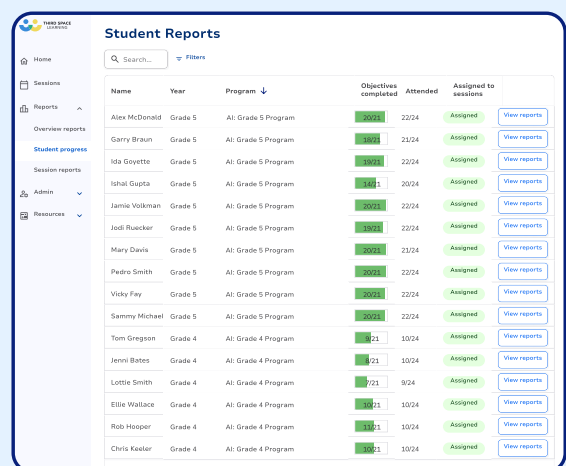
Tier 2 interventions can be incorporated into general education. This looks like math teachers planning for small group instruction, using data-driven instruction to create focused and flexible groups, and integrating review and reteaching into Tier 1 instruction.

Typically, Tier 2 lessons will happen 4-5 times per week for 25-30 minutes per session.



Third Space Learning helps districts measure their students' success with detailed reports after each session, showing topics covered, skills practiced and progress made.

Reports are available on-demand and can be easily printed to help inform whole class instruction or keep parents up-to-date.



The screenshot shows the 'Student Reports' page in the Third Space Learning dashboard. It features a search bar, filters, and a table of student progress. The table columns are Name, Year, Program, Objectives completed, Attended, Assigned to sessions, and a 'View reports' button. The data shows students from Grade 4 to Grade 5, with various objective completion rates and attendance dates.

Name	Year	Program	Objectives completed	Attended	Assigned to sessions	
Alex McDonald	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Garry Braun	Grade 5	AI: Grade 5 Program	10/21	21/24	Assigned	View reports
Ida Goyette	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Ishal Gupta	Grade 5	AI: Grade 5 Program	10/21	20/24	Assigned	View reports
Jamie Volkman	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Jodi Ruicker	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Mary Davis	Grade 5	AI: Grade 5 Program	10/21	21/24	Assigned	View reports
Pedro Smith	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Vicky Frey	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Sammy Michael	Grade 5	AI: Grade 5 Program	10/21	22/24	Assigned	View reports
Tom Gregson	Grade 4	AI: Grade 4 Program	10/21	10/24	Assigned	View reports
Jenell Bates	Grade 4	AI: Grade 4 Program	10/21	10/24	Assigned	View reports
Lottie Smith	Grade 4	AI: Grade 4 Program	10/21	9/24	Assigned	View reports
Ellie Wallace	Grade 4	AI: Grade 4 Program	10/21	10/24	Assigned	View reports
Rob Hooper	Grade 4	AI: Grade 4 Program	10/21	10/24	Assigned	View reports
Chris Keeler	Grade 4	AI: Grade 4 Program	10/21	10/24	Assigned	View reports

✓ Determine how you will monitor progress

How will you track the goals above and how will you know the student has mastered them? Set a schedule for progress monitoring ahead of time, whether it is weekly, bi-weekly, or after a specific number of lessons.

Administer assessments and track the data over time in order to monitor and evaluate progress. The data should then be used to review with the school team to determine if the approach is working and/or what adjustments need to be made.

✓ Set the timeline for review

After 6-8 weeks, plan to review the student's progress and adjust the goals and strategies if necessary.

6 Tier 1 strategies to provide intensification

As math specialists, we've listed 5 examples of Tier 2 practices for math that include explicit instruction in math strategies and skills.

1 Graphic organizers

Graphic organizers can provide structure to help learners organize and manage problem solving.

Name: _____

What Do I Need To Find Out?	What Do I Need To Do?
Problem	
How I Solved it:	My Answer and How I Know It's Right

"We just had our first Third Space Learning session and it went great! **The kids really liked it** and felt like they were learning! One even said **he finally felt like math was making sense.**"



Michelle Craig, Instructional Coach,
Sherwood Forest Elementary, Washington



2 Flashcards or cover-copy-compare

Flashcards or strategies such as cover-copy-compare can be used to develop math fact fluency.

Worksheet: Cover - Copy - Compare

Math Facts	Student Response
6 $\begin{array}{r} 12 \\ - 12 \\ \hline 0 \end{array}$	6a 6a
7 $\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$	7a 7a
8 $\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	8a 8a
9 $\begin{array}{r} 13 \\ - 7 \\ \hline 6 \end{array}$	9a 9a
10 $\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$	10a 10b

3 Online math programs

Online math programs can be used for additional practice on specific skills, building fluency and confidence.



Here at Third Space Learning, we provide personalized one-on-one tutoring for schools delivered by a specialist-trained AI math tutor. Third Space Learning students achieve up to 7 months of math growth in just 14 sessions and 70% of students who report low confidence at the start of the program say it has improved by the end.

4 Peer tutoring or peer-assisted learning strategies (PALS)

When used effectively, peer tutoring can be a good opportunity for problem solving practice. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. For this to work, one partner must be secure in the math concept being learned by the second student.

5 Checklists

Checklists support self-monitoring or self-checking. Having a check-list in front of them helps the student to independently check over their work before going through it with a peer tutor, teacher or interventionist.

Name: _____		My Self-Monitoring Form	
Date: _____			
Today in class ... 	Was I paying attention to my assigned work?	☒ Yes	☐ No
	Was I following the classroom rules?	☒ Yes	☐ No
	Was I paying attention to my assigned work?	☒ Yes	☐ No
	Was I following the classroom rules?	☒ Yes	☐ No
	Was I paying attention to my assigned work?	☒ Yes	☐ No
	Was I following the classroom rules?	☒ Yes	☐ No
	Was I paying attention to my assigned work?	☒ Yes	☐ No
	Was I following the classroom rules?	☒ Yes	☐ No
Total number of ☒ Yes = _____ My Goal = _____			
Signed: _____ Student		_____ Teacher	



A solution with Tier 3 impact, but Tier 2 affordability

All Third Space Learning tutoring is one-on-one, but because it's delivered online schools can implement it for a large group of students all at the same time, without stretching their workload or budget. This leaves teachers free to focus on whole-class instruction as well as reducing scheduling and staffing issues.

Tier 3 Intervention

What is Tier 3 intervention?

Tier 3 intervention is provided to students who continue to struggle academically and/or behaviorally after receiving Tier 1 and 2 interventions. Tier 3 is focused on personalized strategies for students who require intensive assistance to meet learning targets. These interventions are the most individualized and intensive of the three tiers and are usually one-on-one instruction or support.



For many schools, the best possible tutoring option is the one in which each student receives targeted one-on-one support from their own dedicated tutor.

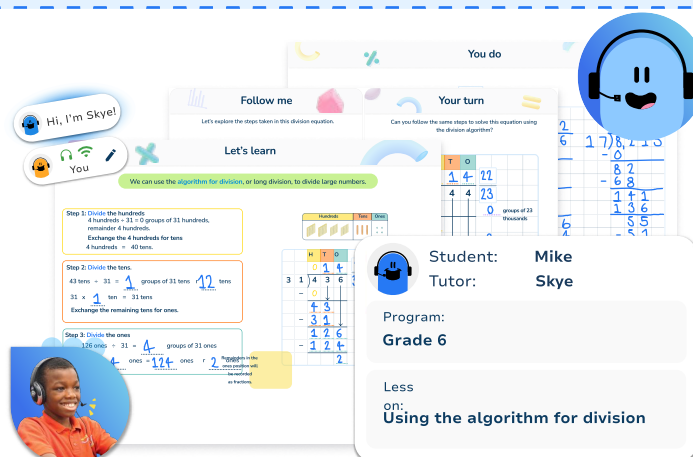
Because all Third Space Learning tutoring is delivered online via our highly-skilled and extensively-trained AI tutor, schools access personalized one-on-one tutoring for the price other providers charge for group sessions.

Who delivers Tier 3 intervention?

Tier 3 interventions are typically delivered by highly trained professionals, which can include special education teachers, intervention specialists, trained interventionists, or trained tutors.



Skye is trained by math specialists and highly-qualified former teachers. Because the same AI tutor delivers every session, every student receives support and instruction from a math specialist consistently.



Why are Tier 3 interventions important?

These interventions are necessary for students who continue to struggle after receiving Tier 1 universal strategies and Tier 2 intervention targeted assistance.

Tier 3 provides frequent, intensive and individualized interventions. A one-size-fits-all approach is not sufficient.

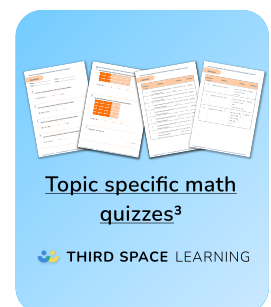
Implementing a personalized support system helps these interventions address specific learning gaps and overcome obstacles in their learning. In turn, this improves behavioral and academic outcomes.

How can your school implement Tier 2 intervention?

If after 6-8 weeks of Tier 2 interventions you have students that are still struggling, it's likely time for an individualised approach i.e. a one-on-one Tier 3 intervention.

✓ Identify learning gaps

Teachers should review data from summative assessments, curriculum-based formal and informal assessments, and universal screeners to identify which students need Tier 2 interventions. When you have identified which students have learning gaps, you can administer an additional assessment to identify the specific skills students need to master.



✓ Highly qualified personnel and professional development

Ensure that teachers, intervention specialists, or tutors involved in Tier 3 interventions are highly qualified, trained, and equipped to deliver the level of intense, individualized support that is required.

It is important to provide ongoing professional development to support teachers and intervention specialists while also ensuring they stay up-to-date on best practices and research-based interventions.

✓ Individualized learning plans (ILPs)

Based on the data, educators and intervention specialists can collaborate to design and implement individualized intervention plans for each student based on their unique needs and learning goals.

These plans should outline:

Specific learning objectives

- ✓ Instructional strategies often involving one-on-one or small group sessions
- ✓ Progress monitoring procedures

Why one-on-one instruction for Tier 3?

One on-one-instruction is the cornerstone of Tier 3 intervention. Since children's gaps are different, the more personalized and focused you can make your interventions, the more effective they will be.

Schools implement interventions for many reasons, all of which stem from a particular student or group of students requiring additional support over and above classroom teaching. Sometimes small group instruction just isn't targeted enough at the specific needs of a child.

Research suggests that the most effective method of delivering one-on-one math instruction is by using specialist one-on-one tutoring either face-to-face or online.

"I listened in on one session and thought the tutor was excellent: enthusiastic and clear. It's excellent. Students were very engaged and said they liked it. I believe the feeling of liking it comes from feeling successful. They understood what was being explained and they could do it. And the students' conceptual understanding was improving."



Schipper Clawson
Math Teacher, Frontier Middle School





A recent small-scale evaluation of an elementary math online tutoring program found promising results. Students who received online one-to-one tutoring showed greater gains on a math assessment than those who did not, which compares favorably to effects found by other, in-person elementary math tutoring programs.

ERIC - National Center for Research in Advanced Information and Digital Technologies

“We know one-on-one instruction is the best, and now with Third Space Learning we have 24 tutors working one-on-one with our students at once - we would never have the resources to do that in-house.”



Liz Avery, Math Instructional Coach,
Renaissance Academy Charter School of The Arts



Evidence-based strategies for Tier 3 instruction

1 Self-monitoring problem solving

Self-monitoring means that a student can talk themselves through a problem and think about what they are doing at each step. Students can be taught to ask themselves:

- ✓ Do I understand the question?
- ✓ Have I done a problem like this before?
- ✓ Can I use a strategy I have used before for this problem?
- ✓ If it doesn't work, what else can I try?
- ✓ Students may need a checklist of questions to work through until they have mastered the self-monitoring process.

2 Visual guided practice

How it works: Visual guided practice is an instructional approach that provides students with visual aids or supports to help them understand and practice math concepts.

- ✓ **Using visual aids:** Diagrams, charts, graphs, manipulatives, or multimedia presentations can all help make abstract math concepts more accessible
- ✓ **Step-by-step demonstrations:** Interventionists can carry out step-by-step demonstrations of problem-solving strategies, modeling how to approach problems
- ✓ **Guided instruction:** Probing questions, prompts, or scaffolding can be used throughout the session to help students apply the visual representations effectively

This instruction can be differentiated to accommodate different learning styles, abilities, and levels of mathematical proficiency.



Third Space Learning's AI tutor Skye is trained to encourage active learning and promote discussion rather than lecturing, asking students to explain their working or verbalize their reasoning. Involving the student in the learning process promotes thorough consolidation of learning and metacognitive development.

3 Practice fact retrieval

How it works: To master complex math tasks, students in Tier 3 interventions may need more support building fluent retrieval of basic arithmetic facts. Interventionists can use one or more of the following methods to help this process:

Flashcards

- ✓ Write a math prompt on one side and the answer on the other
- ✓ Work through them, putting the correctly answered ones in one pile, and the ones the student didn't know in another pile
- ✓ Repeat the process until all contents have been recalled from memory at least once — the crucial part is that the unknown ones should be reviewed again

Copy-Cover-Compare

- ✓ Ask the student to copy math facts or equations from a template
- ✓ Cover up the original
- ✓ Compare the students' responses on the copy to the original to identify errors

Example of effective one-on-one instruction

Third Space Learning's intervention curriculum contains lessons mapped to specific diagnosed learning needs. Each lesson uses a scaffolded structure to help students move smoothly from guided to independent practice - at a personalized learning pace!

- Diagnostic question
- I do →
- We do
- You do
- Challenge
- Summative assessment

Let's learn

The standard algorithm is a strategy that uses place value to help you multiply faster than other multiplication strategies.

Let's use the standard algorithm to solve 223×4 .

	2	2	3	
x			4	

First we multiply 3 ones by 4

3 ones $\times$ 4 = ____ ones

____ ones is the same as ____ ten and ____ ones.

An example grade 5 lesson: Multiplying using the standard algorithm

Let's learn

Each tutoring lesson begins by introducing the unit and helping students feel ready to learn

- Diagnostic question
- I do
- We do →
- You do
- Challenge
- Summative assessment

Follow me

1. Solve using the standard algorithm.

	1			
	3	2	5	2
x			3	
	9	7	5	6

a. 2 ones $\times$ 3 = ____ ones

b. 5 tens $\times$ 3 = ____ tens

15 tens is the same as ____ hundred and ____ tens.

c. 2 hundreds $\times$ 3 = ____ hundreds

6 hundreds + ____ hundred = ____ hundreds.

d. 3 thousands $\times$ 3 = ____ thousands

Your turn

1. Try this problem.

	1	2	2	4
x				4

a. 4 ones $\times$ 4 = ____ ones

____ ones equals ____ tens and ____ ones.

b. 2 tens $\times$ 4 = ____ tens

____ tens + ____ ten = ____ tens.

c. 2 hundreds $\times$ 4 = ____ hundreds

d. 1 thousand $\times$ 4 = ____ thousands

An example grade 5 lesson: Multiplying using the standard algorithm

Follow me + your turn

Students then work through a scaffolded example with their tutor before trying a similar question on their own

- Diagnostic question
- I do
- We do
- You do →
- Challenge
- Summative assessment

You do

Solve using the standard algorithm.

263 $\times$ 3 = _____

		2	6	3
x				3

An example grade 5 lesson: Multiplying using the standard algorithm

You do

A carefully sequenced next question ensures students can apply knowledge to different contexts

- Diagnostic question
- I do
- We do
- You do
- Challenge →
- Summative assessment

Go further

Fill in the missing digits.

			3
			3
x			
	1	2	6
			9

An example grade 5 lesson: Multiplying using the standard algorithm

Go further

This gives students an opportunity to apply their knowledge to problem solving and reasoning questions



One-on-one tutoring is evidenced as one of the most effective interventions to help raise math achievement and accelerate progress. Schools choosing Third Space Learning benefit from one-on-one tutoring for the price many other providers charge for group sessions and there are no set up costs.

Practicalities of running math interventions

We've managed math interventions in thousands of schools for 10+ years and we know the challenges school leaders, teachers and interventionists can face in successful implementation of interventions. Here are some final practical considerations, together with recommendations and advice on how Third Space Learning can support you.

1 Staffing

Finding enough qualified staff to implement interventions can be challenging for school districts. It might require the district to train existing staff or hire new personnel.



Third Space Learning's AI tutor provides the focused instruction some students need to progress. In turn, it maximizes whole-group time in the classroom by providing individualized support to many students simultaneously, reducing scheduling and staffing issues.

2 Resources

Interventions may require significant resources, including personnel, time, and funding. School districts may struggle to allocate these resources, especially if they are already stretched thin.



Grant opportunities, partnerships and state or federal funding from the US Department of Education can help districts provide the sustained support needed to boost student learning.



73% of schools signed up for Third Space Learning math tutoring are Title I schools, with most schools choosing to prioritize students from low socioeconomic backgrounds. Find out how Third Space Learning can help you maximize your schools funding to implement personalized one-on-one tutoring for underprivileged students.

3 Data collection and monitoring

Collecting and analyzing data to identify student needs and track their progress can be time consuming and complex - adding to teachers' already intense workload.



Each Third Space Learning session is guided by the student's response. Highly trained STEM specialist tutor, Skye, adapts and personalizes one-on-one math instruction to suit the needs of each student. Schools receive a detailed report for each learner after every session, so educators and interventionists can easily track each student's progress.

4 Scheduling for collaboration

Effective interventions require collaboration among teachers, administrators, counselors, and parents. Scheduling and coordinating meetings can be challenging for school districts.



Conducting a school-wide needs assessment across the district can help to prioritize a commitment to math interventions.

5 Parental involvement

Engaging parents or guardians in interventions is essential, particularly for Tier 2 and Tier 3 interventions. However, communication and collaboration is not always easy, especially with parents and guardians who do not respond to phone calls or emails.



Third Space Learning provides a letter template for schools to send to parents covering:

- Who Third Space Learning are
- How Third Space Learning works
- Safeguarding and quality of teaching
- How to support your child with Third Space Learning

6 Sustainability

Maintaining Tier 3 interventions over time and ensuring their long-term effect can be difficult, especially if there is change to staff, leadership or funding.

Addressing these challenges requires careful planning and a commitment from school districts to make Tier 3 interventions a priority to meet the diverse needs of students.



Reassessing school funding options and existing resources based on data-driven information ensures a more efficient use of financial resources. Reallocating funds and resources as required supports the sustainability of implementing evidence-based interventions.



Third Space Learning: a more affordable approach to scheduled one-on-one math tutoring

We are proud to have provided online one-on-one tutoring to over 196,000+ students across 4,200+ schools since 2013. We'd love to support your school or district. Get in touch today to find out about the positive impact Third Space Learning has in schools like yours.

References

- ¹ <https://cfey.org/wp-content/uploads/2021/09/A-Space-for-Maths-Sept-2021-for-publication-amended.pdf> 2
- ² <https://thirdspacelearning.com/us/blog/response-to-intervention/> 3
- ³ <https://thirdspacelearning.com/us/math-resources/quizzes/> 13

Further reading

<https://thirdspacelearning.com/us/blog/tier-1-interventions/>

<https://thirdspacelearning.com/us/blog/tier-2-interventions/>

<https://thirdspacelearning.com/us/blog/tier-3-interventions/>

<https://thirdspacelearning.com/us/blog/response-to-intervention/>

<https://thirdspacelearning.com/us/blog/mtss-interventions/>



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