Q17. **Connecticut High-Dosage Tutoring Program: Approved Tutor Provider Survey**

The purpose of this survey is to build a list of 3-5 high-quality tutor providers to support Connecticut's High-Dosage Tutoring (HDT) program. The HDT program is a new state initiative that aims to implement a research-based model to accelerate mathematics recovery for priority students in Grades 6-9 in SY2023. Recognizing the challenge of recruiting and training individuals to provide tutoring services in middle- and high-school math, the Connecticut State Department of Education (CSDE) invites organizations to submit information that can be shared with local education agencies participating in the HDT program.

Please refer to the associated [HDT Vendor Survey Guidance Document](#) for more information regarding this program and the assessment process. The application questions in this Qualtrics survey can also be found in this Document.

Survey responses for each question should be limited to a max of 200 words. Submissions will be accepted until April 7, 2023 at 5:00PM.

Q1. Organization Name:

Intervene K-12

Q2. Organization Address:

2500 Wilcrest Dr. Suite 660 Houston, TX 77042

Q3. Organization Website:

https://intervenek12.com/

Q4. Organization Point of Contact Name:

Aaron McCloud

Q18. Organization Point of Contact Role:

CEO

Q19. Organization Point of Contact Email:

proposals@intervene.io

Q20. Organization Point of Contact Phone Number:

855-345-3276

Q6. Briefly describe your organization, including its mission, leadership, years of operation, number of students served, and other notable points.

Intervene K-12 offers a comprehensive intervention system that includes assessments, analytics and high impact tutoring / data-driven instruction. Intervene K-12 combines evidence-based learning science, intervention best practices, and smart technology to drive measurable improvement in student outcomes. We were founded to assist teachers, administrators, and families in support of students to drive sustained academic growth and success. Results of Our Work - Intervene K-12 has a proud track record of success currently serving over 30,000 students. School districts can rely on our interventions to drive student growth with all students, but especially with struggling students. 79% of students in Intervene K-12 tutoring programs who initially did not meet expectations for grade-level mastery on state assessment, successfully approached or met grade level expectations following our interventions. On average students receiving Tier II intervention services from Intervene K12 increased their standardized test scores by nearly 30% from the previous year. While Intervene K-12 serves all students, we are proud to have a particularly strong track record of driving academic growth and attainment among students from historically underserved backgrounds including economically disadvantaged students, Black and Latino/ LatinX students, students with disabilities, and Multilingual Learners.

Q6. Provide an overview of the tutoring services your organization provides, including grade levels, time of day, content areas, frequency, teacher-student ratio, and instructional model, including in-person or virtual.

Intervene K-12 serves students in grades K-12. We focus on Math, Reading and Multilingual Learners/ English Learner Support. We offer bilingual tutoring in English and Spanish across all content areas. Tutoring is provided during the school day (or after school and weekends) via a live, virtual tutor 3-5 days per week at a ratio of 1:3 or 1:4 based on school preference. Students engage in synchronous tutorial sessions with tutors via video and audio and use of virtual whiteboard. This is not just chat support tutoring. Intervene K-12 pairs students with tutors for consistency throughout the duration of an engagement to allow tutors to get to know their students and identify, understand, and support their individual needs. Instructional Model–Includes Assessments (aligned to Smarter Balanced/Connecticut Core Standards), Analytics and small group data-driven instruction using its content designed for RTI/ MTSS support and increased student outcomes. Next section describes model in more detail. Instruction – All tutorials follow a structured scope and sequence explicitly aligned to Connecticut Core Standards and school/district curriculum to reinforce students' foundational knowledge and skills and accelerate students' ability to achieve grade-level mastery. Tutors use the evidence-based Gradual Release Model to deliver the lessons.

Q22. Briefly describe the curriculum, digital tools/online platforms (including how students access the platform), and instructional materials your organization uses and how they align to Tier 1 instruction and Connecticut Core Standards. Please also include middle and high school math programs your organization/tutors are familiar with.

Student Access to Tutorials - Students connect using any web enabled device, including laptops, desktops. Intervene K-12's programs are web-based. There are no downloads required. Students will use camera and audio for LIVE communications with tutorials. Rostering is completed through integrating with the district SIS system and Single-sign on for students to connect with LIVE tutors. Content / Instructional Materials– evidence-based curriculum explicitly aligned to (Smarter Balanced) Connecticut Core Standards and any designated school/district curriculum. Concepts are presented in varied and creative ways to ensure understanding and student engagement. Tutors use the evidence-based Gradual Release Model to deliver the lessons. The gradual release model is used to meet students where they are. Includes a focus on foundational skills and knowledge which can support students to achieve grade-level mastery. Culturally Relevant Content & Workforce Readiness - All lessons include culturally-relevant, workforce-readiness, and SEL content As an example in our current engagement with Hartford Public Schools, in the middle and high school math tutoring, we have adopted their scope and sequence and curriculum (Eureka Math) to ensure that tutoring is in alignment with Tier 1 instruction. Progress Monitoring - regular checks for understanding through formative and summative assessments are conducted virtually to inform future instruction and reporting.

Q8. Describe the tutors your organization employs, the training they receive (including pre-service and in-service training, cultural-competency training, and bilingual competencies, especially related to supporting Spanish-speaking students), and their experience working with high-needs students (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?

Intervene K12 has built a robust Tutor Operations Platform, Online Management, and Recruiting Operations to manage online tutors. We provide competitive pay, continuous evaluation and training to increase measured instructional performance. We recruit certified teachers, retired teachers, mid-career professionals, and graduate/university students. All tutors receive comprehensive pre-service training prior to being assigned a session, as well as ongoing professional development including: • Delivering rigorous, standards-aligned, differentiated instruction • How to use an evidence-based gradual release pedagogy to support data-driven instruction • Culturally responsive teaching practices • Tiered intervention strategies • Strategies to optimize student engagement • Ways to support students' social-emotional wellbeing A key element of Tutor training is in cultural-competencies and bilingual competencies and SEL competencies. Intervene K-12 supports all students, however, has developed specialized focus and expertise serving underserved student populations, including but not limited to Multilingual/ English Language Learners, Homeless students, and students in low-social economics. Intervene K-12 deliver tutorials in Spanish, which include Spanish Assessments, lessons/ content, and instruction in Spanish. Tutors sessions are conducted with our internal operations staff monitoring online and recording all sessions. No school staff supervision is needed.

Q9. Describe how your organization uses data-driven instruction, formative assessments, formative assessment practices during the tutoring sessions, and other tools to gauge student learning and growth.

Math and Reading Assessments - Assessments and progress monitoring are key elements to the RTI/ MTSS process. Intervene K-12 creates assessments aligned to (Smarter Balanced) Connecticut Core Standards which are used to determine student skills and areas for improvement. Our proprietary assessment platform Data Dash analyzes and reports student distractors/misconceptions. Data Dash auto groups students and identifies which objectives and misconceptions may require reteaching. It also identifies foundational gaps in student understanding of grade-level content. Weekly reports are sent to district leaders, campus leaders, and teachers for progress monitoring of students outcomes. Progress Monitoring - regular checks for understanding through formative and summative assessments are conducted virtually to inform future instruction and reporting. Multilingual/ English Language Learner Assessments - Intervene K-12's English Pro assessment and provides continuously updated data on student proficiency in English including Listening, Speaking, Reading, & Writing. It gives early indicators of success and provides insights on student academic growth. Intervene K-12's English Language Proficiency Program can also be used to support teacher training on the use of PLDs to inform instruction. Weekly Reports are sent to district leaders, campus leaders, and teachers for progress monitoring of students outcomes. These reports can be shared with Parents to show student progress.

Q10. Describe how your tutors collaborate and communicate with teachers, families, and school officials to maximize the impact of tutoring and student learning outside of regular tutoring sessions.

Our Partner Success Team collaborates with school leaders and teachers prior to scheduling tutoring sessions to review master schedules and determine the best fit into the school day for services. After implementation, Intervene K-12 performs check-ins with district and campus staff weekly to report progress and make any adjustments the school feels necessary. To measure the impact of the program, Intervene K-12 will progress monitor students through exit tickets, compare pre and post assessment data, and evaluate usage and student engagement. To monitor program effectiveness, Intervene K-12 will provide real-time data on student growth and progress, provide clear and timely communications and transparency of student outcomes, and ensure ease of use, relevance to instruction, and efficacy of the program. To encourage open communication with families, our Partner Success Team will work with school staff to develop a parent involvement plan on how to engage families. This may include our partnership on sponsored events, parent newsletters with resources and tips on how to support students at home, and progress reports to show student growth. Additionally, Intervene K-12 engages students by administering periodic surveys at the end of tutoring sessions to gain feedback on tutor effectiveness and social-emotional wellbeing.

Q11. Describe any relevant experience working in Connecticut public school districts.

Intervene K-12 is in its second year supporting Hartford Public School providing districtwide high impact tutoring, including assessments, data and analytics, and Multilingual / English Learner support. We have measured increase on student outcomes in Math, Reading, and English Language acquisition. Hartford Public Schools will be completing an impact study with John Hopkins to highlight the student outcomes through its Tutoring partnership. Intervene K-12 is eager to expand its high impact tutoring support to increase outcomes for more scholars across Connecticut.

Q13. If available, please provide any data or evaluations of your tutoring model as evidence of the program's overall effectiveness. Data showcasing progress made in middle and/or high school math is of particular value to this project.

Intervene K-12 is a founding member of the National Student Support Accelerator based out of the Annenberg Institute at Brown University and adhere to evidence-based practices for the delivery of high-impact tutoring programs. Research & Outcomes - On average students see 26-30% growth from baseline to state-tests, 79% of students previously not passing have passed the state standardized tests. Intervene K-12 is currently involved in research on Tutoring outcomes with John Hopkins University of Tier II, III, IV Evidence for ESSA, results will be published by late summer, early fall. Specifically Middle and High School Math - For the 2021-2022 school year, Spring ISD in TX showed significant, positive growth in their state assessments for students who took more than 500 hours of Middle and High School Math tutoring with Intervene K-12 results to be published through Annenberg Institute at Stanford University (Formerly at Brown University) Current Support - In schools where Intervene K-12 is delivering tutorial support (including Michigan, Connecticut, Texas, Mississippi) in Math in Middle and High School we are seeing an average growth from baseline to current progress monitoring of 35%.

Q14. Please provide an estimate of your organization's cost per pupil.

Assumption based on 32 weeks of instruction with 4-5 days of support -

Q15. Is your organization currently under contract with a Connecticut district?

Yes, Hartford Public Schools

Q16. Is your organization currently under contract with another state? If yes, please upload the current contract.

Q25. Please use this space to upload any relevant data or evaluations you would like to include for consideration.

CONFIDENTIAL - Data & Sample Reports.pdf
2.5MB
application/pdf

Q23. Click the button below to submit your application. Be sure to retain a copy of your application for your records!

Location Data

Location: (29.7646, -95.3657)

Source: GeoIP Estimation