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## Evidence-Based Interventionist Investments

### Introduction

The purpose of Title I is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Unlike coaching investments, the level of evidence related to interventionists is **determined by the activity, strategy or intervention used to address educational achievement gaps.**

### Instructional Interventions

Instructional interventions have some key attributes in common:

1. They are intentional, meaning that the activities, strategies or interventions to be implemented by the interventionist are aimed at addressing the particular needs outlined in your comprehensive needs assessment and highlighted through the following questions:
  - a. What are the root causes for your school's achievement gaps?
  - b. What plan of action will address the root causes and close the achievement gaps?
  - c. How is this plan of action different from what currently exists?
  - d. How can Title I funding be used to support this plan of action?
2. They are specific and formalized. An intervention lasts a certain number of weeks or months, and is reviewed at set intervals through a PDSA cycle.
3. The process of using more and more intense interventions is the basis for a Multi-Tiered System of Support (MTSS).

### Background for Examples – Title I

If the interventionist will be implementing Reading Recovery with a specific group of students, the level of evidence would be L1 (Strong). If the Math Interventionist is using DreamBox, the subsequent investment would be L1 (Strong).

However, if the Literacy Interventionist will be using LLI (F&P), then the evidence is a L4 - "under-evaluation. You then need to develop an evaluation plan to determine the impact of the intervention on the students being served by your investment.

Interventionists are qualified personnel who provide activities, strategies and interventions to close educational achievement gaps.

### Sample Investments

#### Level IV

To increase student achievement in math in grades k-8, interventionist will use evidence-based interventions (Solve It, Word Problem Mnemonics) to provide small group, 1:1, and push-in

math interventions for struggling learners. Costs include salary, benefits, travel and other associated costs.

To address reading academic performance gaps for English Learners, literacy specialist will provide Interactive Strategies Approach (ISA) and reading intervention services to gr. 6-8 students performing below grade level targets & assist teachers to plan for differentiated instruction. Costs include salary and benefits.

## **Level II**

To address achievement gaps in reading instruction for students experiencing poverty, 10 reading teachers attend Tier III reading intervention training (e.g., Wilson Reading Training) PL includes modeling of the reading standards of practice, observation of instruction and feedback related to teacher application of learning. Costs include tuition, travel and lodging.

In order to close the achievement gap, 1.5 reading specialists will work with struggling readers in a push-in model. Interventions will come from the Wilson Reading Program. Costs include salary and benefits.

In order to assess student math/literacy levels in comparison to SBAC and to provide support to struggling students, teachers will use STAR with all K-8 students and with the Title I caseload. Costs include program subscription.

## **Level I**

To provide HQ early education experience using "Creative Curriculum" & TS Gold 2, .69 FTE and 2, .25 FTE licensed early ed. teachers provide instruction to 3 to 5 yr. olds. Funds include salary, benefits, supplies, books. (Note: FTE calc. is time beyond the man. 10 hrs. see doc)

Based on CIP Goals & Needs assessment, this strategy supports Universal Instruction & EST/MTSS .20 FTE Interventionists to provide 1:1 & small group support to struggling students not accessing Tier I instr. based on formative and summative assessment data. Incl. salary and benefits.

To improve reading instruction for all identified students, two Reading Recovery teachers will receive ongoing PD through consultation with a teacher leader from the Reading Recovery Consortium. Costs: 2-teacher registration@ \$1500. Consortium Fee \$650.

To increase achievement for struggling learners, implement Dreambox, an online, evidence-based instructional program, strongly rated by ESSA, for supplemental practice & application of math. Costs include: Salary, benefits, materials, mileage.

To support low performing HS math students, provide after-school support "Operation Math" to give direct core math instruction by providing staff for supplemental instruction; costs include staff stipend for time outside of contracted hours, benefits, materials.

To increase achievement for struggling learners, provide group of struggling students with Read 180 intervention program. Cost includes license and materials for 60 students @\$43,000; \$7000 materials; \$50,000 total

### **Questions?**

Please contact the [CFP Team](#) with questions.