

SpringMath mid-year newsletter



Hi {{Recipient.FirstName}},

It's hard to believe we are already over halfway through the school year! By now you're probably seeing good intervention progress, you've completed or begun your winter screening, and the spring testing season is on the horizon.

This is a perfect time of year to review your SpringMath implementation and continue enhancing your practice. This email is packed with resources to get you started — and our team is always here to help!

Math intervention implementation – consistency adds up

Doing the work, staying the course, and other lessons learned

By guest writer Erica Fanning, Ph.D., school psychologist, Coxsackie-Athens Central School District, New York

Math intervention is an ongoing struggle in education. Hear firsthand from Erica Fanning, Ph.D, School Psychologist about her key takeaways from the progress being made at Coxsackie-Athens Central School District in New York. With her dissertation focused on fact fluency, she's a bit of a pro on the topic, but was still struggling to use that expertise in practice to help her fellow educator break free from district scores hovering around 50-60% proficiency for K-8 students — until SpringMath.

[Read how it all adds up](#)

It's amazing how fragile good practices are

Enabling effective intervention implementation

By Dr. Amanda VanDerHeyden, *SpringMath* author, policy adviser, thought leader & researcher

The biggest theme in implementation science is that most people, even when trained, well-supported, and fully equipped, do not implement academic intervention well, which caused our colleague, Dr. Ronnie Detrich, to remark profoundly, “It’s amazing how fragile good practices are”.

Implementation data are dismal, suggesting that fewer than 12% of teachers in well-controlled studies in the peer-reviewed literature actually implemented the intervention as planned beyond 1-2 sessions (Mortenson & Witt, 1998; Noell & Witt, 2000; Noell et al., 2002; Wickstrom et al., 1998; Witt et al., 1997).




In fact, the most common reason for failed interventions has nothing to do with whether the intervention could have been effective; rather, most interventions fail because they are not consistently used in a sufficient way to bring about the desired learning improvements.

[Discover implementation advice](#)

It's time for a mid-year reset!

When things are going well it is tempting to continue on with the status quo, but many of us have classes that may need our attention. SpringMath can help guide your coaching activities with data that are sensitive to change, including:

- Intervention consistency
- Average weeks per skill
- Relative rate of progress
- For veteran users, use of individual interventions

Teacher (Group)	Total Students in Interventions	Most Recent Score Entry	Intervention Progress	Intervention Consistency	Average Weeks Per Skill	Calculations As Of Date
Class A	30	12/21/2023	 Intervention Skill 8 of 16 90%	90% 9 of 10 weeks with scores	1.3	10/20/2023 <input type="button" value="x"/> <input type="button" value="📄"/>
Class B	29	12/21/2023	 Intervention Skill 6 of 16 90%	90% 9 of 10 weeks with scores	1.7	10/20/2023 <input type="button" value="x"/> <input type="button" value="📄"/>
Class C	28	12/22/2023	 Intervention Skill 3 of 16 100%	100% 10 of 10 weeks with scores	3.3	10/20/2023 <input type="button" value="x"/> <input type="button" value="📄"/>

You'll also want to look at what actions are being prompted by your data.

Consider the following examples:

- If you are seeing variability in the rate of progress between grades or classrooms it may be that there is a lack of buy-in. Ask the principal and/or instructional leaders in your building for 15 minutes a week to review your data and plan for how to respond. Do your best to include in-class coaching in your response.
- If you are seeing a slow rate of progress overall, set up a refresher training. Be sure to highlight classrooms that are making excellent progress and demonstrate each component of classwide intervention. You can find videos of classwide intervention in the support portal.
- If you see classes that are stuck on a skill, commit to spend time in with each during classwide intervention. Use the implementation checklist and review it with the teacher after your visit.
- Use the "Boost It" incremental rehearsal (IR) when it is recommended. From the moment the button appears, use it daily until students have mastered the skill.

Instructional videos





Have you noticed video icons within the SpringMath application?

Click on the icons on the screening page and individual interventions page to access instructional videos created by Dr. VanDerHeyden.

These can be used as mini lessons or to introduce new skills and remind students how to work through problems.

The videos can be viewed at the beginning of

Intervention Progress

-   Sums to 6
-   Sums to 12
-   Subtraction 0-5
-   Sums to 20
-   Subtraction 0-9
-   Fact Families:
Add/Subtract 0-5

intervention sessions and prior to administering assessments. Go check them out!

"Boost It" with incremental rehearsal

Preliminary data show that the use of incremental rehearsal for just a few minutes each day along with classwide intervention can accelerate progress on two of the skills that are universally difficult for students to master: subtraction 0-9 and division 0-9. If you are not familiar with this research-based intervention format, watch [this demo](#) by Dr. Matt Burns or look for the “Boost It Button and Incremental Rehearsal” article in the support portal.

Winter screening

It is time for winter screening! Screening data help direct interventions and provide important updates for program evaluation. The screening window will remain open until March 31, 2024. Teams can coordinate the timing of their winter screening to ensure skills have been introduced to students. Classes that are in classwide intervention will continue in classwide intervention and children will continue to be recommended for individual intervention based on response to classwide intervention.



Calling all coaches – next cohort is February 22

Join us virtually on Thursday, Feb. 22, 2024, from 11 a.m.-noon CT.

Expert speakers will share valuable insights, strategies, and practical tips. Whether you're a beginner or an experienced educator, these free virtual meetings are an opportunity to expand your knowledge and gain insights into math MTSS and SpringMath.

February topics will include:

- Overview of instructional videos — where they are and how to use them
- Student growth in your dashboard — including a new, at-a-glance, whole-class view class-level success and student's individual success across all skills.
- Open Q&A from districts
- Mid-year survey

Be sure to add the details below to your calendar of choice! No registration required.

Thursday, February 22, 2024 at 11 a.m. CT

Online via Zoom – [Launch Meeting](#)

Meeting ID: 918 4660 3631

Passcode: 929056

A recording will be available via the support portal after the event.

Recommended read

Check out the great progress Forest Hills Elementary (PA) is making in math since

implementing SpringMath. The district was recently featured in an article titled *Should More Time be Spent Learning Math Facts?*

Read more via Edutopia

Visit us at the NASP 2024 Annual Convention

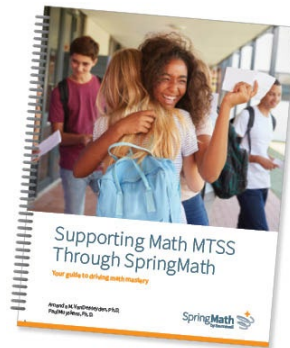
SpringMath will be well represented at the NASP 2024 annual convention in New Orleans in February 2024. If you're attending, we hope to see you!

Exhibit Hall

Stop by booth 804 and say "hi" to the SpringMath team

Book giveaway and signing with Dr. VanDerHeyden

Thursday, Feb. 15, from 1-3 p.m. at the SpringMath booth
Dr. Amanda VanDerHeyden and Dr. Paul Muyskens will be signing copies of their book, *Supporting Math MTSS Through SpringMath*.



Special Session

Secret Code to Halt Initiative Fatigue: The Science of Instruction (SS054)

Friday, Feb. 16, 1-2:20 p.m. in Grand Ballroom A

Presenters: Drs. Amanda VanderHeyden, Matt Burns, & Robin Coddling

Learn how to make seemingly disparate initiatives (e.g., Science of Reading, MTSS) viable, productive, scalable, and sustainable. Use instructional science to drive gains, improve decisions, and preserve your mental health.

If you have good news to share please send us a note at info@springmath.org. We'd love to highlight you in our next newsletter!

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