

National Survey on Supporting Struggling Mathematics Learners in the Middle Grades

SUPPORTING DATA TABLES

This appendix contains the frequencies and associated standard errors for each survey item discussed in the Executive Summary¹. They are presented in the order of the survey instrument. The proportions were estimated using non-response sampling weights and the unweighted number of respondents are reported in the tables. See the supplementary materials for a copy of the survey instrument and a description of the methodology <http://edc.org/accessmath>.

A. Initial Questions for All Respondents

Q2. During this year, does your school have math intervention class(es) that meet in addition to students' general education math classes and meet during the school day? Please answer separately for EACH grade below.

Grade	%	SE
Grade 6	61	(1.8)
Grade 7	65	(1.8)
Grade 8	64	(1.8)
Grades 6, 7, or 8	69	(1.7)
Grades 6, 7, and 8	56	(1.8)

N (unweighted)=876; SE=standard error.

B. Questions for Respondents from Schools *with* Math Intervention Classes

Q3. Do you teach math intervention classes to students in grades 6, 7, or 8 this school year?

	%	SE
Yes	59	(2.2)
No	41	(2.2)

N (unweighted)=608; SE=standard error

¹ This material is based upon work supported by the National Science Foundation under Grant No. 1621294. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

Q4. In your school, how many students are in a typical math intervention class for grades 6, 7, or 8?

Class size	%	SE
1-5 students	13	(1.4)
6-10 students	26	(1.9)
11-15 students	25	(2.0)
16-20 students	18	(1.7)
More than 20 students	18	(1.7)

N (unweighted)=607; SE=standard error

Q5. How many minutes long is a typical session of a math intervention class for grades 6, 7, or 8 at your school this year? (If different lengths for different days or grades, please answer with an average per session.)

Length	%	SE
Less than 20 minutes	1	(0.4)
20-29 minutes	8	(1.3)
30-39 minutes	13	(1.5)
40-49 minutes	43	(2.2)
50-59 minutes	26	(1.8)
60-69 minutes	3	(0.8)
70 minutes or more	5	(1.1)

N (unweighted)=607; SE=standard error

Q6. How many days per week does a typical math intervention class for grades 6, 7, or 8 meet at your school this year? (If your school does not have a five-day cycle, please estimate an average per week and round up.)

Frequency	%	SE
Daily (five days per week)	49	(2.1)
Four days per week	10	(1.3)
Three days per week	20	(1.9)
Two days per week	17	(1.8)
One day per week	4	(0.9)

N (unweighted)=607; SE=standard error

Q7. At your school this year, how many weeks long is a typical math intervention class/section? Please choose ONE.

Frequency	%	SE
Full school year	65	(2.2)
A semester	13	(1.5)
A trimester	3	(0.7)
A quarter	8	(1.1)
10 weeks	4	(1.3)
6 weeks	3	(0.8)
Other	2	(0.6)

N (unweighted)=604; SE=standard error

Q8. How are math intervention classes (for grades 6, 7, or 8) scheduled at your school? Please select ALL that apply.

Scheduling	%	SE
Students take a math intervention class instead of a non-core subject class ("special" or "elective"), such as music or art.	51	(2.2)
Our school has a designated time in the schedule during which students take either an intervention/support class or an enrichment/extension class.	38	(2.2)
Students take a math intervention class instead of a study hall or advisory class	19	(1.8)
Students take a math intervention class instead of a world language class.	8	(1.1)
Other*	23	**
<i>Pulled from other classes, including core classes</i>	47	**
<i>Additional MI outside of school day</i>	22	**
<i>During gen. ed. math class</i>	22	**
<i>Instead of lunch or recess</i>	9	**
<i>Instead of reading intervention</i>	5	**

N (unweighted)=603; SE=standard error

*The categories under "Other" were developed based on the descriptions provided by respondents. Not all "Other" responses could be categorized.

** SE could not be produced because there is a stratum with a single sampling unit.

Q9. At your school, who teaches math intervention classes for grades 6, 7, or 8? Please select ALL that apply.

Role	%	SE
Math intervention teachers who only teach mathematics	57	(2.2)
General education teachers who teach general education math classes too	45	(2.3)
Special education teachers	26	(2.0)
Interventionists who teach math and other subject areas	17	(1.6)
General education teachers who teach other subjects (not mathematics)	15	(1.6)
Title I teachers	12	(1.6)
Math coaches or instructional coaches	9	(1.4)
Instructional assistants or paraprofessionals	7	(1.3)
Math department heads or math directors	7	(1.2)
Special education supervisors, directors, or leaders	3	(0.9)
Teaching fellows	2	(0.8)
Other	2	(0.9)

N (unweighted)=604; SE=standard error

Q9a. At your school, who teaches math intervention classes for grades 6, 7, or 8? Please select ALL that apply.

Role	%	SE
Mathematics-specific role (i.e., math intervention teachers, general education math teachers, math coaches, or math department heads)	85	(1.7)
Special education teachers only	4	(0.8)
Interventionists who teach math and other subject areas only	4	(0.8)
Other only	8	(0.1)

N (unweighted)=604; SE=standard error

Note: Percentages may not sum to 100 because of rounding.

Q10. Which factors are most commonly used to make decisions about which 6th, 7th, or 8th grade students should be placed in math intervention classes? Please select up to THREE factors.

Factor	%	SE
State-required standardized assessment scores	62	(2.2)
Teacher recommendation	53	(2.2)
District-based assessment scores	41	(2.2)
Students' grades from their general education math class (from the prior or current school year)	35	(2.2)
Diagnostic screening assessment scores	34	(2.1)
Recommendations from students' IEPs or 504 plans	18	(1.6)
Parent request for student's participation in math intervention class	10	(1.5)
Guidance counselor or Student Support Team (SST) recommendation	8	(1.3)
Student request for participation in math intervention class	3	(1.0)
Other (n=21)	1	(0.6)
<i>All students take MI</i>	<i>81</i>	<i>(8.8)</i>
<i>Other assessment(s)</i>	<i>19</i>	<i>(8.8)</i>

N (unweighted)=603; SE=standard error

*The categories under "Other" were developed based on the descriptions provided by respondents. Not all "Other" responses could be categorized.

Q11. Which of the following statements do you think best describes the primary content focus of math intervention classes at your school?

Focus	%	SE
Equal focus on math content from prior grade levels and on grade-level content	44	(2.2)
Primary focus on math content from prior grade levels	35	(2.2)
Primary focus on grade-level content	21	(1.8)

N (unweighted)=600; SE=standard error

Q12-13. To what extent, if any, do math intervention classes at your school have the following CHALLENGES?

Situation	Not a challenge		A challenge		A major challenge		N
	%	SE	%	SE	%	SE	
Students in intervention classes have a wide range of math learning needs	7	(1.0)	51	(2.3)	42	(2.2)	592
Students have negative attitudes towards being in math intervention classes	21	(1.7)	49	(2.3)	30	(2.1)	592
Number of students who need math intervention classes is higher than the school is able to serve	28	(2.0)	41	(2.3)	31	(2.1)	578
Little or no scheduled meeting time for math intervention teachers to collaborate and communicate with other teachers about struggling math students	31	(2.2)	44	(2.3)	25	(2.0)	578
School/district provides little or no professional development for teachers that is focused on math intervention practices for struggling math learners	34	(2.2)	46	(2.3)	19	(1.7)	581
Little or no scheduled planning time for teachers to prepare for math intervention classes	39	(2.3)	39	(2.3)	22	(1.9)	579
Unclear school- or districtwide vision for math intervention classes	43	(2.3)	41	(2.3)	16	(1.7)	579
Lack of clarity about what math content to focus on during math intervention classes	46	(2.3)	38	(2.3)	16	(1.7)	590
Not enough instructional time for math intervention classes	53	(2.3)	36	(2.2)	11	(1.4)	591
Math intervention class sizes are too large	55	(2.3)	29	(2.0)	16	(1.6)	592
Unclear entrance criteria for deciding which students to place in math intervention classes	59	(2.3)	32	(2.2)	9	(1.3)	579
Limitations in teachers' knowledge of effective instructional strategies for teaching math intervention classes	64	(2.2)	28	(2.0)	8	(1.3)	588
Parents are reluctant to have their students take math intervention classes	73	(2.0)	23	(1.9)	3	(0.8)	577
Limitations in teachers' mathematics content knowledge for teaching math intervention classes	76	(2.0)	19	(1.9)	5	(1.2)	586

SE=standard error; N=number of unweighted observations

C. Additional Questions for Mathematics Intervention Teachers

Q17. In your math intervention class, which of the following do you use most often for your lessons? Select ONE or TWO.

Materials	%	SE
Lessons that I create myself, including tasks and activities I gather from different sources	74	(2.6)
A published program that uses online or blended learning and that is specifically designed for mathematics intervention	41	(2.9)
Same math curriculum program as the general education math class	23	(2.4)
A published program that is not technology-based and that is specifically designed for mathematics intervention	10	(2.0)
Other	5	(1.1)
A district-created program or set of lessons	3	(1.0)

N (unweighted)=359; SE=standard error

Q20. What are your MAIN GOALS for your math intervention class? Please select up to THREE goals.

Goal	%	SE
Address students' gaps with foundational math concepts from prior grade levels	72	(2.6)
Reteach, provide support and practice for grade-level math content from students' general education math classes	71	(2.6)
Build students' motivation for and confidence in doing mathematics	60	(2.9)
Preview math content so that students are better prepared for their general education math classes	27	(2.7)
Provide students with more hands-on and concrete approaches than in general education math classes	22	(2.4)
Help students with homework for their general education math class	17	(2.0)
Provide more opportunities for students to talk about their math ideas and ask questions than in general education math classes	13	(2.0)
Teach test-taking strategies and provide practice for district or state math assessments	8	(1.5)
Other	0	n/a

N (unweighted)=355; SE=standard error

D. Question for Respondents from Schools *without* Math Intervention Classes

Q22. What are your MAIN REASONS why your school does not provide math intervention classes to students in grades 6, 7, or 8? Please select up to THREE.

Reason	%	SE
Lack of financial resources for this purpose	50	(3.4)
Unable to fit classes in school schedule	49	(3.3)
Other supports are in place to address the needs of struggling math learners	36	(3.4)
Intervention time is focused on reading/ELA	22	(2.7)
Lack of qualified mathematics intervention teachers	14	(2.5)
Other school or district initiatives are a higher priority	11	(2.1)
Our school has not considered having math intervention classes	11	(2.2)
Other	6	(1.5)

N (unweighted)=256; SE=standard error