

Demonstration Classroom: Evidence-Based Intervention



Demonstration classrooms (“demos”) are re-envisioned professional development platforms and tools that offer educators a chance to observe evidence-based instructional practices in real-time, with an opportunity to debrief what they saw and discuss how they can incorporate the practices into their own classrooms. The Co-op is building a network of demos across the District of Columbia, each highlighting an evidence-based practice, serving as models for schools striving to improve outcomes for students with disabilities.

Demo Discovery: Reading and Math Intervention

Closing achievement gaps for students with disabilities requires strategic investments in evidence-based interventions and programs that have a track record for proven results. This classroom puts evidence-based intervention at the forefront, as an embedded component of the Multi-Tiered Systems of Supports (MTSS) required to change the trajectory for all kids. The demonstration classroom at Thurgood Marshall Academy is a result of a partnership with the Co-op that focused on selecting an evidence-based intervention in both reading and math and putting the mechanisms in place to support implementation of these programs with fidelity.

Demo Details

- **Materials:** The classroom is outfitted with Read and Math 180 course licenses, student workbooks, classroom libraries and teaching kits, and instructional technologies - including computers, headphones, and speakers.
- **Training:** Teachers receive ongoing training and coaching from expert Read and Math 180 coaches, as well direct support from the Co-op and its partners at Houghton-Mifflin Harcourt in data collection and analysis.
- **Infrastructure:** The intervention classes are directly embedded into the school's master schedule to allow for consistency in application and implementation.

Demo Data

Students in the Demo classroom consistently experience gains in Lexile and Quantile scores, with some students even doubling their expected growth targets annually.

“For years, schools in the District have grappled with how to serve students with disabilities...We prioritize evidence-based interventions because our students do not have time to wait for us to guess and hope something will work. Each [student] needs positive outcomes right now.”

- Raymond Weeden, Executive Director, Thurgood Marshall Academy

Learn more about the Co-op’s demo classrooms: www.specialedcoop.org