

School Improvement Technical Assistance Partner Profile

Background

Organization Name	Crossroads Education
Organization Address	1702 W. Michigan Street, Ste. A-D, Indianapolis, IN 46222
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Organization Mission	Our mission is to create pragmatic, scalable programs in education to provide all students; regardless of race, ethnicity, and socio-economic status; equitable access to high-quality education and future-ready skills. We make this possible through the use of our tools, technology, and professionals to provide affordable, high-quality individualized tutoring at school.

Area(s) that organization supports:

- **Ambitious Instruction**
- **Collaborative Teachers**
- **Supportive Environment**

Approach

Learning Services and Crossroads' Learning Commons (LC): The Learning Commons is a blended learning space built and operated by the Crossroads Education team. The LC provides a highly effective, peer-to-peer tutoring program during school hours. The LC is managed by a Learning Commons Director (LCD) – who is a full-time Crossroads' trained professional that works at the school and creates the learning experience and programming that defines the LC model for each of our clients. Through one LC, Crossroads can provide tutoring for **200 students*** during regular school hours each school year.

**Capacity based on evidence of regular or daily engagement with the LC leading to growth in students' math performance and proficiency*

Strategic Data Programs and Software as a Service (SaaS) Tools: Crossroads Education, powered by Crossroads Technology (CRT), designs and operates a data analytics software to analyze the impact of the LC on a variety of areas including: (1) learning gains in math proficiency for tutor and non-tutor students, (2) student usage and participation in LC programming, (3) academic performance trends on standardized assessments, and many others. Below are brief descriptions of the SaaS products offered in a Learning Commons:

- (1) **Element:** CRT's tracking, analytics and program management software that allows for seamless implementation, analysis, and evaluation of the effectiveness of the tutoring programming.
- (2) **Nexus Virtual Learning Spaces:** CRT's virtual Learning Commons; making it possible for multiple schools and higher-education campuses to share resources and provide robust tutoring offers to augment each LC site.
- (3) **Graspable Mathematics:** CRT's exclusive digital manipulative tool made available at all LC sites that provides a contemporary way to write, solve and manipulate a mathematics equation via hands-on technology.

Crossroads prides itself on being true partners to our clients, therefore, we work closely with each school to design and develop an effective peer tutoring program that aligns with the school's academic priorities and differentiation of programming. The number of hours of available tutoring can increase or decrease depending on the unique requirements and daily operations of each individual school. In addition to operating during the regular 36-week school

year, the LC also operates during the summer months to provide access to a summer mathematics and educational robotics programming for remediation, acceleration, and credit recovery.

Our ideal partner district and/or school is one who is clear on the objectives, in mathematics and computer science, they wish to meet and is interested in providing a unique and innovative approach to growth and long-term success for their students. A strong partnership includes being fully committed throughout the entire process and ensuring support for implementing a tailored program within the school. Crossroads has successfully partnered with a diverse array of schools/districts: rural and urban setting schools, public and charter-operated schools, and schools serving large populations of students living in poverty and underserved communities.

Impact

Crossroads Education has a vast track record of improving schools' outcomes and increasing schools' outcomes for a targeted population. We have built and iterated the Learning Commons (LC) model over the past 6 years in Secondary and Post-Secondary Education environments. Our approach activates a peer-driven, second access to content collaboration program within each partner school. We are currently running our Learning Commons model in diverse school settings throughout the Indianapolis area and have seen significant outcomes from many of our partners. Below are specific examples of successful partnerships we have had or currently maintain at various levels of education:

Elementary and Middle School

Vanguard Collegiate of Indianapolis is our longest-standing partner school at the 5-8 grade level in the Indianapolis area. Vanguard is the only stand-alone middle school on Indianapolis' near West Side neighborhood, that provides innovative educational experiences for predominantly under-represented minority students and low-resourced students. At Vanguard, the LC was designed into a complete mathematics immersion model, where it is open access to the entire student body throughout the academic school day. The outcomes from Vanguard show that full immersion in our programming significantly increase students' performance on standardized math assessments. With a linear model, we have achieved a relative growth in NWEA scores of 1.5 points per 10 hours spent in the LC. The model accounts for 9% of the variance in the score data showing great promise towards the research of human activity in education.

High School

Shortridge High School, an Indianapolis Public High School designated as a medical magnet in the near-downtown neighborhood of Indianapolis. At Shortridge, the LC was designed to co-exist with its' block-scheduled school days, where students are able to visit the LC during their mathematics course or during open-study periods. In the first year of its' opening, the Shortridge LC supported visits from 63% of the entire student body with nearly 5000 visits. We have seen very similar outcomes found in our elementary and middle school models – results showing strong correlation between high utilization of the LC to growth in mathematics performance; not only in the classroom but also on standardized assessments. In addition to the analyzed outcomes and metrics, we have seen the remarkable and positive impact our programming and staff can have on a group of students and student tutors.

Higher Education

The Learning Commons model was invented at the Post-secondary level, two LC's were built on the Indiana University Purdue University Indianapolis (IUPUI) campus. The effects of students using and collaborating around mathematics with their peers was significant; with outcomes during a multi-year validation study showing an increase of 1.42 letter grade performance for students who had a history of struggling in mathematics.

The outcomes from our latest work in higher-education, ongoing at Ivy Tech Community College – Muncie, further supports the success of our collaborative, innovative programming. The results have shown that high immersion in LC programming significantly increases students' performance and capabilities in post-secondary mathematics courses. Analysis of the number of visits versus students' performance in has shown both positive correlation and positive growth curve between data points; with the model accounting for 11% variance.