

THINK-NTH SCHOOL PARTNERSHIPS

School Partnership Overview

Managed mathematics instruction designed around your students, curriculum, schedule, and goals.



For schools, districts, international schools, charter networks, colleges, and education organizations

Personalized Mathematics. Proven Progress.

Managed mathematics instruction | Middle school through college | Online worldwide

A mathematics instruction partner for your school

Think-Nth is a mathematics education company focused on one subject: mathematics. We partner with schools and organizations that need supplemental instruction, targeted intervention, advanced mathematics, exam preparation, or college-readiness support without building a separate staffing system from scratch.

Think-Nth is not an open tutoring marketplace. Our team reviews the academic need, designs the support model, matches mathematics educators, manages delivery, and reports progress back to the school.

Ways we can support your students

Program need	Illustrative delivery
Targeted intervention	Short, structured support aimed at specific prerequisite or course-level gaps.
Small-group mathematics	Matched cohorts of 3–6 students working at a similar level and goal.
1:1 intervention	Individualized pacing for students who need focused attention.
Exam preparation	AP, IB, IGCSE, A-Level, SAT/ACT, placement, and other mathematics-focused exams.
Advanced mathematics	Calculus, statistics, linear algebra, differential equations, and other specialist coursework.
College readiness	Bridging support for students entering college mathematics.
Supplemental instruction	Curriculum-aligned support that complements classroom instruction.
Consulting & PD	Curriculum design, mathematics program audits, and teacher professional learning.

Designed around the school - not a generic package

- Per-student, per-cohort, or whole-program engagement structures.
- Online delivery with schedules aligned to the school calendar and time zone.
- Matched faculty based on subject depth, level, curriculum, instructional approach, and availability.
- Documented session notes and periodic progress reporting.
- Pilot-first options for schools that want to validate fit before scaling.

How a Think-Nth partnership works

Stage	What happens	School receives
01 Discover	We review the student population, mathematics courses, performance concerns, timetable, existing supports, and desired outcomes.	Discovery summary and recommended next step.
02 Design	We recommend a 1:1, small-group, intervention, exam, consulting, or blended model.	Program design, scope, schedule, and investment options.
03 Match & prepare	Think-Nth selects educators for the curriculum and student level and completes program onboarding.	Faculty assignment plan and launch readiness.
04 Deliver	Live instruction begins against the agreed program scope and learning priorities.	Instruction, session documentation, and issue escalation route.
05 Monitor	Think-Nth reviews attendance, engagement, learning observations, and school feedback.	Progress updates and adjustment recommendations.
06 Review & scale	We evaluate the pilot or term and recommend continuation, redesign, or expansion.	Midpoint/final report and renewal options.

What schools can expect

- A single managed relationship with Think-Nth rather than separate negotiations with individual tutors.
- Mathematics-only focus from middle school through college-level coursework.
- Faculty selected for mathematics expertise, teaching ability, communication, technology readiness, and fit.
- Clear implementation ownership, attendance expectations, and school communication routes.
- No promise of a specific grade or test score; the commitment is to high-quality instruction, planning, documentation, and continuous review.

Our faculty model

Think-Nth is building a global faculty of mathematics educators. Depending on the engagement, faculty may include experienced secondary teachers, college instructors, graduate- and doctoral-level specialists, exam specialists, and educators with AP, IB, Cambridge, U.S., and university mathematics experience.

Selection area	Think-Nth review
Professional background	Application, résumé/CV, education, teaching/tutoring experience, and subject expertise.
Instructional quality	Interview, teaching demonstration, clarity, patience, diagnostic thinking, and student engagement.
Verification	Identity, credentials, references/alternate employment verification, and background screening where appropriate, legally available, and relevant.
Ongoing quality	Punctuality, session notes, communication, student/school feedback, responsiveness, and instructional effectiveness.
Verification varies by country. Think-Nth represents only the checks actually completed for each educator and does not claim a single uniform screening process applies worldwide.	

Curriculum and level coverage

- Middle school mathematics and pre-algebra foundations
- Algebra I and II, geometry, precalculus, calculus, and statistics
- AP Calculus AB/BC, AP Statistics, AP Precalculus, and honors coursework
- IB Mathematics (including AA/AI where appropriate), IGCSE and A-Level mathematics
- SAT/ACT mathematics and other quantitative exam preparation
- College algebra, Calculus I–III, linear algebra, statistics, differential equations, discrete mathematics, and related coursework

Measurement & reporting

A partnership should make the work visible. Think-Nth can align reporting to the program scope, the school's available data, and the level of student-identifiable information the school is authorized to share.

Reporting layer	Examples
Session-level	Attendance, topic covered, skills practiced, participation, strengths, areas for reinforcement, practice recommendation, next-session focus.
Cohort-level	Sessions delivered, attendance rate, priority standards/skills, patterns of strength and need, educator observations.
Program-level	Implementation status, utilization, progress indicators, school feedback, risks, recommendations, continuation/scale options.

Student privacy & safeguarding

- Think-Nth limits student information to what is needed to provide the agreed educational service.
- School-specific data-sharing, retention, access, and deletion requirements are documented during contracting where applicable.
- Under-18 students are expected to use approved program communication channels; educators agree to professional-boundary standards.
- Think-Nth does not represent that sessions are recorded unless a specific written program arrangement states otherwise.
- Jurisdiction-specific requirements are addressed with the school during procurement and contracting.

Start with a consultation

Tell us the student population, mathematics challenge, current support structure, timetable, and desired outcome. Think-Nth will recommend a delivery model rather than asking your school to select from a generic tutoring menu.

Request a School Partnership Consultation: www.think-nth.org/for-schools#inquire

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