



## Good News from the Kentucky Center for Mathematics

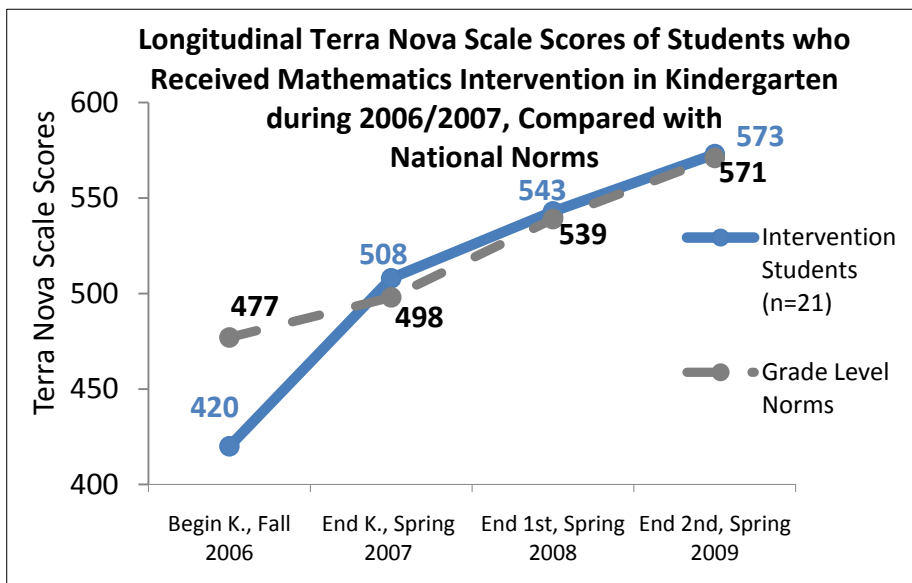
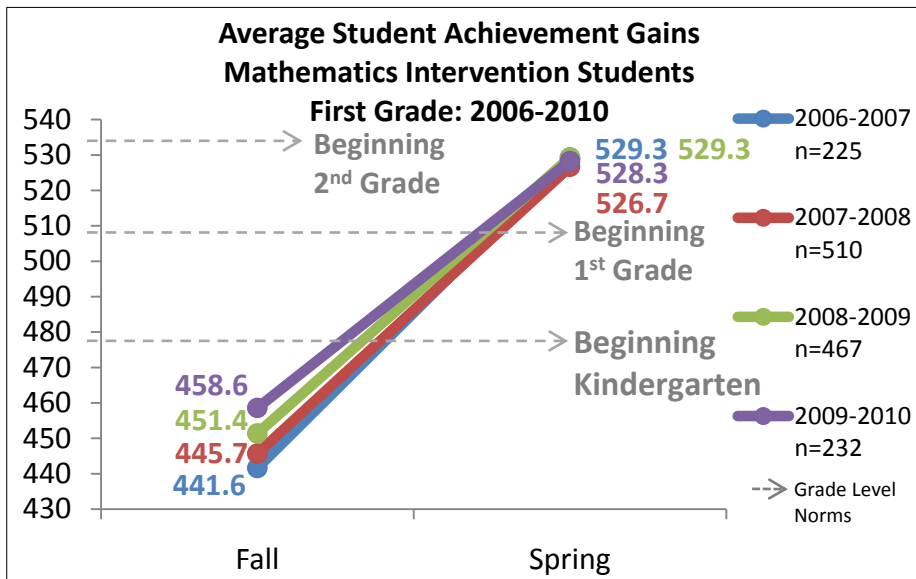
### *Facilitating Teacher Growth for Student Success*

### Primary Mathematics Intervention Program

The 120 intervention schools located throughout Kentucky each have a Mathematics Intervention Teacher (MIT) who is trained and supported by the KCM. As a group, the MITs work directly with over 3,000 struggling students per year. By offering professional development to other teachers in their schools, the MITs indirectly impact over 30,000 students each year.

#### Individual student growth:

Evaluation of the program shows that many intervention students gain significantly more than one grade level during an intervention period of one year or less. The improvement in mathematics achievement scores for intervention students is significantly greater than their peers.

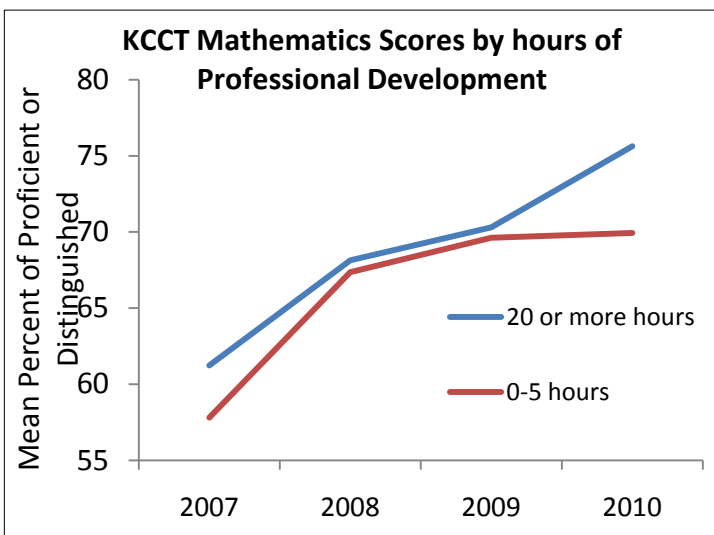
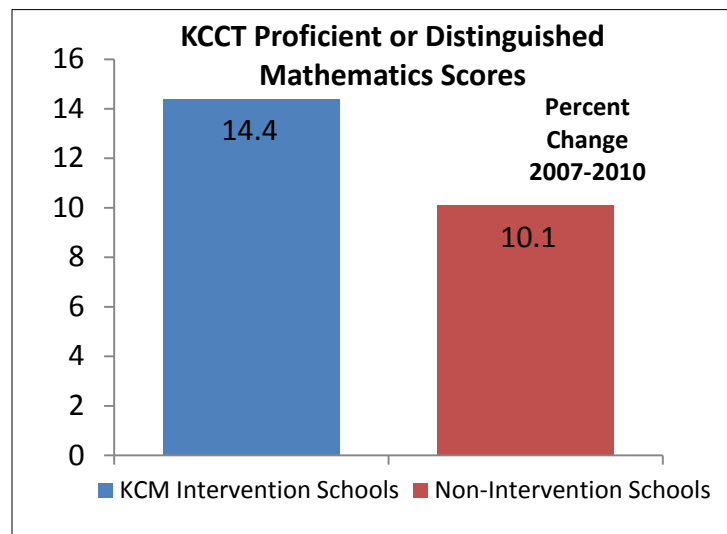


#### Sustained student growth:

Of the (low-achieving) 1st grade students who received intervention from a KCM-trained MIT in 2006-07, over 50% of students were, as 4th graders, rated proficient or distinguished on the 2010 Kentucky Core Content Test (KCCT). Data from the Terra Nova (a nationally normed test) verifies that many intervention students “catch up” during intervention and maintain these gains over time.

## School-wide growth:

In 2010, the mean percent of students scoring proficient or distinguished on the mathematics portion of the KCCT in intervention schools was 73.5%, exceeding the mean percent of students scoring proficient or distinguished in non-intervention schools. From 2007 to 2010 the percent of students scoring proficient or distinguished increased by 14.4% in intervention schools which was significantly greater than the 10.1% growth in non-intervention schools.



## Teacher leaders promote growth:

MITs in the Primary Mathematics Intervention Program are encouraged to share their expertise and offer support within their schools. Schools with MITs who provided at least 20 hours of professional development during the 2009-2010 academic year had over 75% of students scoring proficient or distinguished in mathematics on the KCCT. KCM intervention schools have seen great success; when intervention is combined with extensive sharing of professional development, students make even greater gains.

## Kentucky Numeracy Project

This project is an extension of the Primary Mathematics Intervention Program. The goal of the Kentucky Numeracy Project is to create a freely available dynamic, sortable Intervention Guide incorporating proven numeracy development strategies that are aligned with the Kentucky Core Academic Standards. A free webinar series began in January 2011 to facilitate the use of the Intervention Guide. More than 500 participants registered for the webinar series, the archives of which are freely available to all Kentucky educators.

"The new standards fit perfectly into the scope of what we have learned during our MIT trainings. Therefore, I feel very comfortable with helping teachers transition from the old to the new."

Nicque Hall  
Mathematics Intervention Teacher  
**Christian County**

