



2006-2007

Mathematics Achievement Fund

End of Year Report

Respondents

Math Recovery:	6
Number Worlds:	30
Math Recovery and Number Worlds:	7

Program Evaluation

This portion of the report describes the attitudes, opinions and beliefs of the mathematics intervention teacher regarding various aspects of the intervention programs.

Math Recovery

This program is held in very high regard by the mathematics intervention teacher. Eight respondents positively described this program's instructional framework and content. Five respondents observed student achievement gains as a result of this program. Smaller numbers of respondents reported gains in student confidence and teaching expertise. Lastly, both the training and one-one aspect of the Math Recovery program were identified as strengths.

Sample Responses:

- "I know without Math Recovery, these students would continue to struggle"
- "I can see that the one to one instruction yielded higher scores than the small group instruction"
- "Math Recovery has surpassed any of my expectations."
- "Math Recovery is an excellent program that truly focuses on each individual child's specific needs in math"
- "Math Recovery strategies have not only moved the intervention students up with their peers, but in most cases these students have surpassed their peers"
- "The Math Recovery Program has been successful for intervention students and provided me with a wealth of knowledge in the area of mathematics that is shared with the primary teachers."

- “The training for this program is intense, but all of us have learned so much about the research behind good math education. . .”
- “The Math Recovery leaders do a great job preparing us to teach. . .”
- “The videotaping of each lesson is also very valuable. It allows us to focus all instructional time on the student . . .also serves as a valuable communication tool to relay progress to parents and classroom teachers.”

Number Worlds

This program is held in moderate regard by the mathematics intervention teacher. 13 respondents positively described this program’s instructional framework and content; however, six respondents negatively described these aspects of the program. 14 respondents reported gains in student confidence and nine respondents observed high levels of student interest. Additionally, some aspects of the technology portion of the program (i.e. Building Blocks) were highly regarded while other program materials received mixed reviews. Lastly, two respondents reported deficiencies in the program’s training.

Sample Responses:

- Not only has the program helped the students it has helped me become a more efficient teacher.”
- “Parents, classroom teachers, and I have witnessed how successful the intervention students have become in their classroom math classes and how their confidence has also grown.”
- “I believe that NW strengths lie with 2nd and 3rd grade . . .I believe that NW weaknesses lie with kindergarten and 1st grade.”
- “I also like that the units may be taught out of order to allow for flexibility and to meet the needs of the student.”
- “The Number Worlds manual was easy to follow and it listed materials that you needed to teach each lesson.”
- “The teacher’s manual is not laid out in an easy to use manner”
- “The students that I found the program not to benefit were my special education students. They needed more one on one instruction”
- “This program has given every single one of my student’s confidence and knowledge in math.”
- “The level C program seemed to easy for the majority of my students so I had to modify lessons almost daily”
- “The training sessions for Number Worlds has helped me better understand ways to help students naturally progress in mathematics.”
- “The training for Number Worlds was disappointing in that we had a lot of down time and it simply does not take ten days to learn how to use a textbook series”

Changes to Future Implementation

This portion of the report describes the intended modifications to the intervention programs.

Math Recovery

The mathematics intervention teacher reported several intended modifications to the Math Recovery program for future implementations. Five respondents indicated that they will be increasing the total number of intervention students that they plan to serve, and four respondents intend to collaborate more with the classroom teachers in their buildings. A smaller number of respondents intend to modify their selection process, increase opportunities for family involvement, and supplement with Number Worlds technology and materials.

Sample Responses:

- “We are also planning a family math night to involve parents in fun ways of teaching math at home.”
- “The Math Recovery program is too effective to discontinue, but the addition of the Number Worlds program will bring intervention services to small groups throughout the primary grades . . .”

Number Worlds

The mathematics intervention teacher reported several intended modifications to the Number Worlds program for future implementations. 14 respondents intend to reduce the size of their intervention groups. 13 respondents indicated a need to refine the selection process as well as increase the amount of collaboration with the classroom teachers in their buildings. Five respondents intend to increase the amount of time that will be spent with each intervention group.

Sample Responses:

- “The smaller numbers saw greater progress”
- “I would like for the communication between teachers and myself to become more consistent and informational.”

Program Support

This portion of the report describes the attitudes, opinions and beliefs of the mathematics intervention teachers regarding their interactions with representatives from either SRA or Math Recovery.

Math Recovery

All 13 respondents involved with the Math Recovery program reported high quality support from program personnel.

Sample Responses:

- “I have received great support from the KCM and the Math Recovery Council”
- “If a question or problem arose, I was able to email either trainer and a response was received by the end of the day.”
- “I love the quality of professional development we get with this program”

Number Worlds

23 respondents rated the overall quality of support for the Number Worlds program as positive; however six respondents commented negatively on certain

support aspects. Two respondents described the overall program support negatively.

Sample Responses:

- “SRA trainers were very helpful in demonstrating and explaining the Number Worlds program: the philosophy, routines of the lesson, and the ‘how to’ when incorporating games and activities in the lesson.”
 - “I have been very pleased with the effectiveness of the support that has been provided this year.”
 - A lot of the PD required seemed very repetitive and not quite as helpful as we would have liked.”
 - “McGraw Hill (has) always been willing to help us”
 - “I found SRA representatives to be quite disorganized”
 - “I had to make contact with SRA McGraw Hill only one time during the 2006-2007 school year in regards to damaged software. The representative was extremely helpful and my software was replaced within the course of a week.”
 - “I thought the support given was great. Some of the materials were slow in coming, but once the bugs got worked out then things really took off.”
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KCM Support

This portion of the report describes the attitudes, opinions and beliefs of the mathematics intervention teachers regarding their interactions with representatives from the Kentucky Center for Mathematics including regional coordinators.

Math Recovery

All 13 respondents involved with the Math Recovery program reported high quality support from KCM personnel including the regional coordinators.

Sample Response:

- “Centra meetings with the regional coordinator have given us an opportunity to share successes and challenges”

Number Worlds

25 respondents regarded support from the Kentucky Center for Mathematics as positive. Several comments reflected the online interactions between the mathematics intervention teachers and the regional coordinator. No negative comments were recorded by respondents in this aspect of intervention support.

Sample Responses:

- “KCM has been very helpful and the regional coordinator has been wonderful.”
 - “Centra online meetings are stress savers. It is most helpful to find friends that can answer a question or vent a frustration”
 - “Regional Coordinator was very supportive through on-line Centra and face to face meetings.”
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District/Building Support

This portion of the report describes the attitudes, opinions and beliefs of the mathematics intervention teachers regarding their interactions with district and building administrators as well as other classroom teachers.

Administrator Support

28 respondents reported positive support from school administrators at both a district and building level. No negative comments were recorded by respondents in this aspect of intervention support.

Sample Response:

- “The administration has given whatever has been needed to allow me to be effective in this new role”

Classroom Teacher Support

19 respondents identified the support from classroom teachers as positive; however, a small number of respondents described this aspect of intervention support in negative terms.

Sample Response:

- “I am a bit disappointed that that the regular classroom teachers were not very receptive to ideas”
- Math intervention scheduling was difficult to sustain due to literacy scheduling changes”

Proposed Changes to Program Support

This portion of the report describes proposed modifications to the support structures of the intervention programs. Some change items proposed by the mathematics intervention teacher include refining overall program organization, streamlining the data reporting process and increasing the amount of quality professional development. Additionally, several respondents indicated the need for a central contact that would negotiate communication between the MIT, vendors, and state agencies.

Sample Response:

- “I feel it would be beneficial to have KDE at our MIT meetings.”
- “establishment of a central person who deals with the MITs directly”
- “I would like one central person to communicate with rather than several different coordinators”
- I highly recommend KCM spend some time organizing what information they do/don't want from MITs”
- “I think it would be helpful to have more experience with the E-Assess software as part of our professional development for the upcoming year”
- “Having a 3-ring binder of everything needed throughout the year would make our lives better”
- “I think we test an awful lot!”
- “The MIT needs more professional development in the area of primary mathematics.”
- “KTLC was not as applicable to what we are doing in intervention so it was not as worthwhile.”

