

## Kentucky's Primary Grades Mathematics Achievement Intervention Program Longitudinal Results - Looking Good

 Fall 2006 to Spring 2009

Analyses of longitudinal Terra Nova scores reveal that students who received intervention in kindergarten (pictured above are results of 2006/2007 kindergarten intervention students), first grade, and second grade were, a year or more after exiting intervention, performing at or near grade level. Although 2006/2007 third grade intervention students did not, on average, maintain the gains, 2007/2008 third grade intervention students, whose teachers received enhanced professional development, were more successful.


Fifty percent of students who received intervention as first graders in 2006/2007 were proficient (P) or distinguished (D) on the spring 2009 Kentucky Core Content Test (pictured above). Thirty-seven percent of second and third graders who received intervention in 2006/2007 scored proficient or distinguished in spring 2009. 43\% of 2007/2008 second grade intervention students and 45\% of 2007/2008 third grade intervention students scored proficient or distinguished in spring 2009.

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[^0]:    KCM - facilitating teacher growth for state-wide student success in mathematics: Intervention/Adult Education/Resources/Research
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