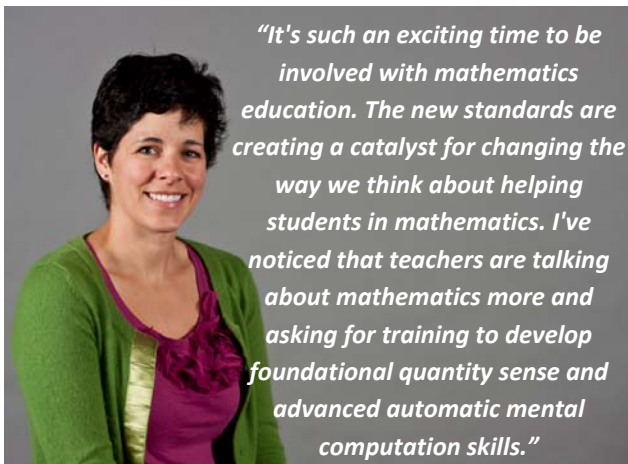




Great News from Anderson County Early Childhood Center: 9th percentile → 80th percentile in one year!!!

Anderson County Early Childhood Center (ACECC for preschool and kindergarten students) has recently experienced tremendous growth in students' mathematics achievement. In addition to implementing Everyday Math as the new core math program, **Mathematics Intervention Teacher Suzanne Farmer** (pictured here) has led 36 hours of professional development in the past year and has worked hard alongside her colleagues to bring targeted mathematics intervention to every student in need, through direct service, co-teaching, or collaboration.



"It's such an exciting time to be involved with mathematics education. The new standards are creating a catalyst for changing the way we think about helping students in mathematics. I've noticed that teachers are talking about mathematics more and asking for training to develop foundational quantity sense and advanced automatic mental computation skills."

As reported in the [Wall Street Journal Digital Network article](#), June 24, 2010, "Entering the 2009-2010 school year, these [ACECC] kindergarten students (over 300 students in all) placed in the 9th percentile nationally in math on the Northwest Evaluation Association's Measures of Academic Progress (MAP) test. By the end of the school year, the students' mean math score catapulted to the 80th percentile. Additionally, **28 percent of these same students left kindergarten at least one grade level ahead in math.**"

An aside: a Harvard study reported in the [New York Times](#) July 27, 2010 by David Leonhardt, "The Case for \$320,000 Kindergarten Teachers," notes that typical kindergarten

student growth, with a good teacher, involves moving from the 50th to 60th percentile and that gains in kindergarten are correlated to a multitude of benefits later in life. Undoubtedly, the substantial gains made by ACECC kindergarten students give hope for brighter futures.

Using a combination of student interviews (Student Numeracy Assessment Progressions - SNAP) and MAP test results, Suzanne has created a mathematics wall of progress in a private teacher room with coded cards posted for all students, organized by class, to provide an ongoing, dynamic, visual reminder for focusing on individual student need and a cause for celebrating advancements throughout the year.

Reflecting on the challenges and opportunities ahead in transitioning to the new Kentucky Core Academic Standards (KCAS), Suzanne shared, "Teachers will need support to understand the pre-requisite skills students need to achieve the standards. With the help of the Kentucky Department of Education, the Kentucky Center for Mathematics (KCM), and strong discourse at the district level, I think the outcome for our state mathematical instructional programs will be outstanding." Suzanne is a KCM Kentucky Numeracy Project Leader and will be leading a district-wide professional learning community in the coming school year.