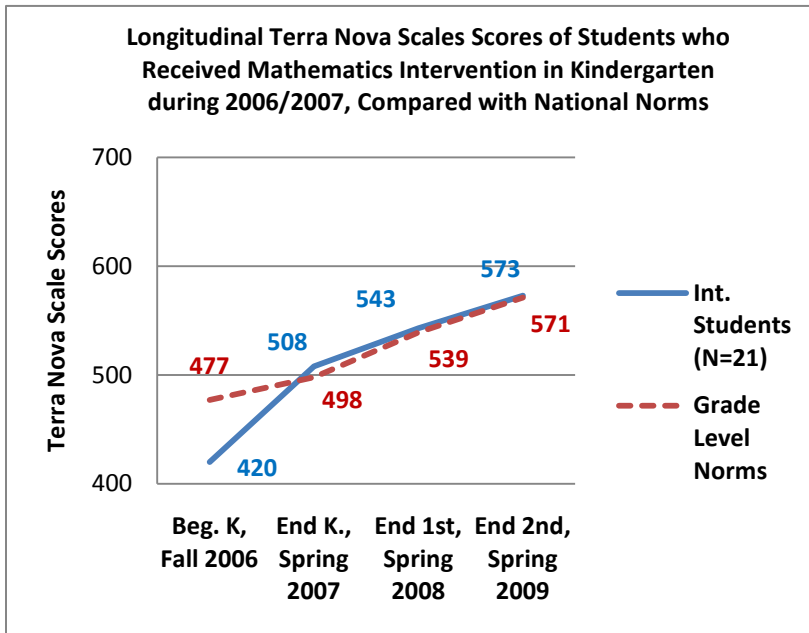
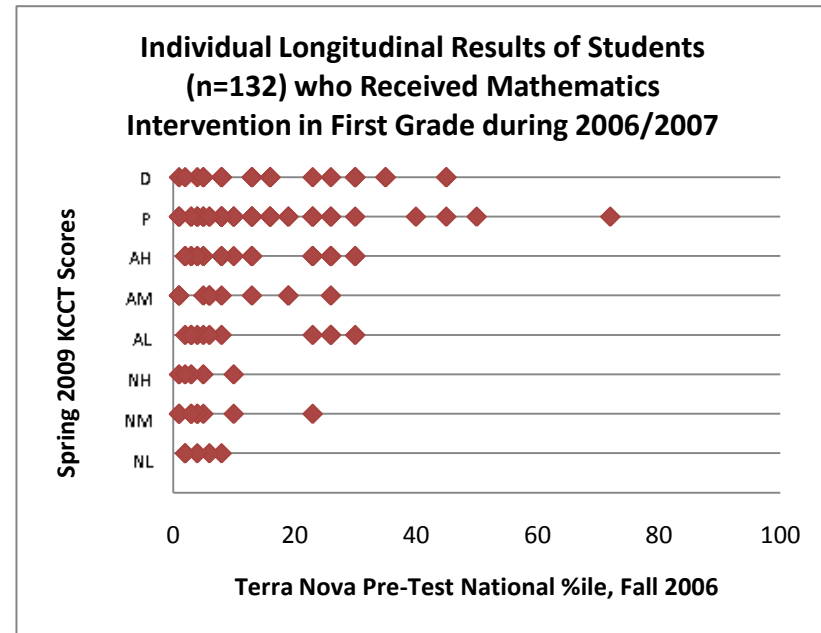




Kentucky's Primary Grades Mathematics Achievement Intervention Program Longitudinal Results – Looking Good Fall 2006 to Spring 2009



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.