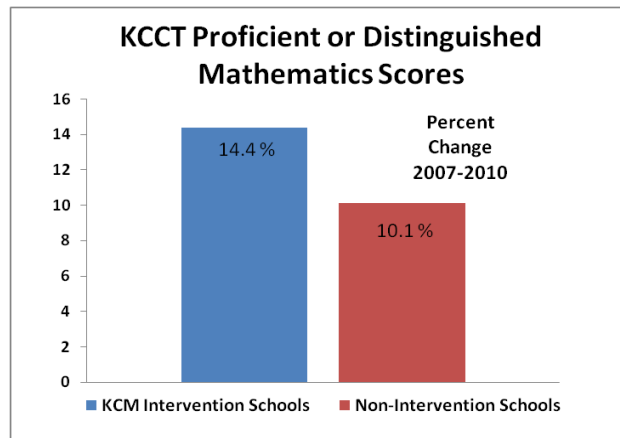




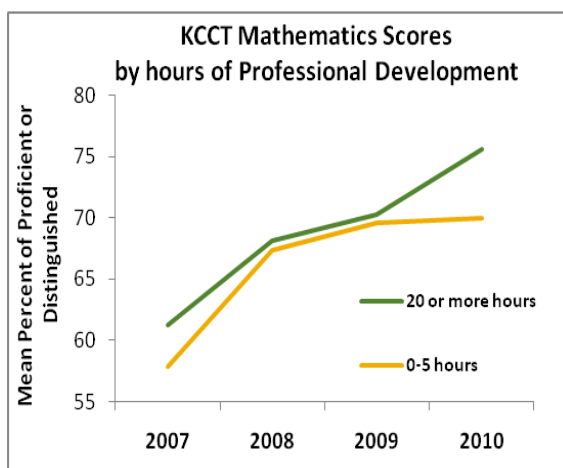
## Mathematics Achievement Intervention Teacher Leaders are Contributing to Great Gains

Schools with a Mathematics Intervention Teacher (MIT) trained and supported by the Kentucky Center for Mathematics are seeing great success on the Kentucky Core Content Test (KCCT). Latest results reveal that intervention schools are seeing a continuous increase in the percentage of students scoring higher and a decrease in the percentage of students scoring lower.

**In 2010, the mean percent of students in KCM intervention schools scoring Proficient or Distinguished on the KCCT in mathematics was 73.5, exceeding for the first time, the mean percent of students rated as Proficient or Distinguished in non-intervention schools.**



Conversely in 2010, the mean percent of students in KCM intervention schools rated as Novice on the KCCT was less than 8 percent, below for the first time, the mean percent of students rated as Novice in non-intervention schools.



**Professional development offered by MITs is having a school-wide impact on student achievement.** MITs in the KCM Intervention Program are encouraged to share their expertise and offer support within their school. 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.