

News-Democrat & LEADER

Published in the interest of Logan County and its Citizens since 1806

ONLINE EDITION

Logan County elementary schools taking part in successful new math program

Statewide great gains are apparent in school participating in the Kentucky Primary Mathematics Intervention Initiative. Kentucky Center for Mathematics (KCM) released today surprising statistics from the first year of its Primary Mathematics Intervention Initiative that show the program is working better than anyone could have expected.

Last year, more than 1,000 kindergarten and first-grade mathematics students at 45 schools throughout the Commonwealth - including all Logan County Elementary Schools received specialized instruction from full-time primary Mathematics Intervention teachers. Five math intervention teachers from Logan County Schools (Belle Rush, Chandlers; Alicia Carver, Lewisburg; Erica Skipworth, Adairville; Jan Estes, Auburn; and Liz Phillips, Olmstead) participated in the program and helped make the Mathematics Intervention Initiative a success in its first year.

Statewide, students who received the specialized instruction significantly outperformed their peers. Kindergartners finished the year scoring higher than 64 percent of all students nationally, whereas their peers who did not receive the specialized instruction scored higher than only 36 percent of all students. Equally impressive, first-graders who were part of the program scored higher than 49 percent of all students. Considering that these students started the year scoring higher than only 7-8 percent of all students, the gains are dramatic.

“We couldn't be more pleased with these results,” said Alice Gabbard, KCM director of diagnostic intervention. “To see that the Mathematics Intervention Initiative is having such a strong and immediate impact is extremely encouraging. We hope for continued support to sustain this program because it is desperately needed for building a foundation in numeracy that will allow all Kentucky students to excel.”

Just as early literacy intervention has received much focused effort in recent years, early numeracy intervention is beginning to get equal attention. Early numeracy benefits children by establishing foundational concepts and skills and also provides them with greater confidence in their abilities to think and to explain their thinking.

Adairville School Mathematics Interventionist, Erica Skipworth reports that the specialized instruction allows students to learn mathematics in exciting ways using hands-on experiences. Students have more confidence in their math skills and have made great gains in their mathematics achievement.

Belle Rush, Mathematics Interventionist at Chandlers School, has observed her students gain confidence in their own mathematical abilities.

Staff members at the KCM, which is housed at Northern Kentucky University,

coordinate the training for the Mathematics Intervention teachers. Jonathan Thomas, assistant director of diagnostic intervention at the KCM and doctoral student at the University of Cincinnati, said there is a great need for time and attention to be dedicated to young students, because there is a wide-spread misconception that first-grade math is easy.

“The KCM provides training and support to allow teachers to learn and engage in ongoing discussions about the complexities of teaching primary mathematics,” he said. “One of the goals of teacher training is awareness of specifically what a child understands. For example, when a child looks at the numeral 12 and says twelve, does the child just see a squiggle that matches the word? Does he understand that 12 is ten and two or think that it is a one and a two? Is the child able to think about the parts within the 12, such as seven and five? Understanding exactly how children think allows teachers to provide the most effective instruction.”

Kindergarten and first-grade math scores increased dramatically for those students who received specialized instruction by full-time primary Mathematics Intervention teachers. Participating kindergartens scored higher than 64 percent of their national peers compared to non-participants, who scored higher than 36 percent of their national peers. First-graders who received specialized instruction outscored just eight percent of their national peers in the fall but outscored 49 percent of their national peers in the spring.

For more information, contact any elementary school in Logan County or Kentucky Center for Mathematics Assistant Director of Intervention Jonathan Thomas at thomasj13@nku.edu

[LCHS students tackle trash](#)

Helping to keep Logan County clean was the mission for 18 LCHS JROTC cadets and FBLA club members on Saturday, Oct. 27. The students, accompanied by five chaperones, picked up litter along a six and a half mile stretch of Proctor Mill and Duncan Chapel Roads between state route 79 and 68-80. The students coordinated this effort with Ms. Debbie Nelson, Logan County Solid Waste Coordinator.

[Logan County elementary schools taking part in successful new math program](#)

Statewide great gains are apparent in school participating in the Kentucky Primary Mathematics Intervention Initiative. Kentucky Center for Mathematics (KCM) released today surprising statistics from the first year of its Primary Mathematics Intervention Initiative that show the program is working better than anyone could have expected.

| [Local News](#) | [Breaking News](#) | [Sports](#) | [Obituaries](#) | [School News](#) | [Farm News](#) | [Classifieds](#)
| [Opinion](#) |
| [People](#) | [Auctions](#) | [Events](#) | [National News](#) | [Financial News](#) | [Entertainment](#) | [About Us](#) |
| [Archives](#) | [Guestbook](#) | [Subscribe](#) | [Letters to the Editor](#) | [Home](#) |