



Focusing on Student Achievement at Arlie Boggs Elementary

In the far southeastern corner of the state of Kentucky, on the border of Virginia, lies Letcher County, a rugged, mountainous place where coal mining has long been the principle industry.

One Letcher County Public School that is significantly improving the educational attainment and achievement of its students is Arlie Boggs Elementary, located in the town of Eolia, Kentucky. Arlie Boggs Elementary has an enrollment of 161 students in Grades K–8. The school serves a poverty-stricken rural area, and 83% of the students qualify for the federally funded free or reduced-price meal program.

It is with real pride and a sense of accomplishment that Principal Regennia A. Morrow reports that in 2002, the school was identified by the state as progressing toward its goal on Kentucky’s Commonwealth Accountability Testing System (CATS).

Bringing Focus

When Principal Morrow arrived at Arlie Boggs Elementary in the fall of 1998, she noted that much of the school’s curriculum lacked focus, and that the school also lacked the resources to obtain instructional materials that would help provide that focal point. Mrs. Morrow, her staff, and resource

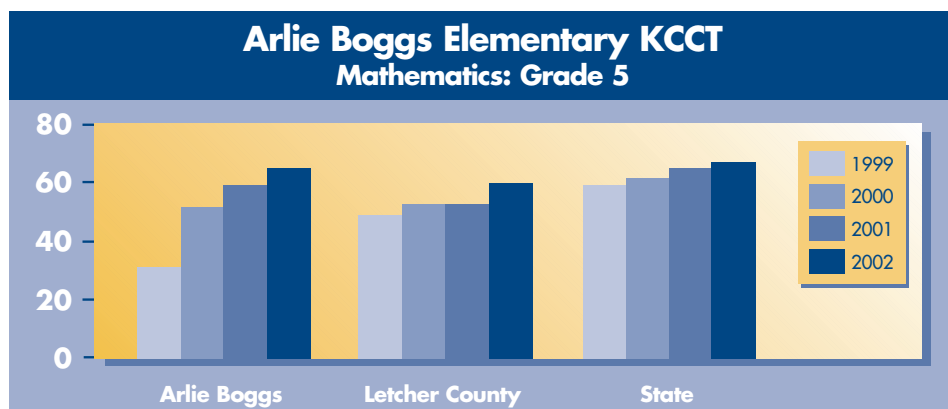
personnel set to work writing a Comprehensive School Reform Demonstration (CSRD) grant application. The purpose of the CSRD program is to help schools undertake comprehensive reforms, grounded in scientifically based research and effective practices, so that all children can meet challenging state academic content and achievement standards.

With funding from the CSRD grant, Mrs. Morrow and her staff selected research-based materials for the school, including a new language arts curriculum. “Fortunately, the school had recently selected *Everyday Mathematics* as the mathematics curriculum, which is a research-based program as well. *Everyday Mathematics* would provide

the focus for mathematics instruction in our school.”

The learnings from brain research studies directed other expenditures as well. Mrs. Morrow reports, “We added the arts and drama for the students. We were able to invite theater companies to come to our school for performances. We are in a small, poor community with few resources or sponsors to provide these types of enrichment activities for our students, so we were fortunate that our grant helped to provide the necessary funding.”

Another important step in the progress being achieved at Arlie Boggs Elementary was the development of a district-wide curriculum, a mapping



On the Grade 5 Kentucky Core Content Test (KCCT) in Mathematics, students at Arlie Boggs Elementary have increased their average score from a baseline of 31 in 1999 to 64 in 2002.

sequence that showed what students should be learning at each grade level. Letcher County Public Schools has adopted **Everyday Mathematics** as well. “Well-understood expectations set out in the curriculum have had a positive impact on student achievement,” states Mrs. Morrow.

Classroom Perspective

“**Everyday Mathematics** is a wonderful challenge at third grade,” says Miss Suzette Sturgill, a Grade 3 teacher in her fifth year of teaching at Arlie Boggs Elementary. “While challenging, it gives the students exposure to everything that will be coming up on the CTBS test.” The Grade 3 CTBS test in mathematics is a component of Kentucky’s accountability system, CATS.

“**Everyday Mathematics** also has many opportunities for hands-on and exploratory experiences. One of my favorites at Grade 3 is Base-10 blocks. They are just so useful for teaching concepts like place value and decimals,” continues Miss Sturgill.

“The parents react to the test scores, which have improved greatly. To them, **Everyday Mathematics** represents a different way of learning math, but the results are there.”

*Miss Suzette Sturgill,
Grade 3 Teacher*

“Our teachers have come to support the **Everyday Mathematics** program, and are very pleased with it,” agrees Principal Morrow. “The first few years are challenging, with teachers having to accept that skills will be mastered with repeated and more in-depth exposures and experiences.”

The Future

“We are continuing to work to improve student achievement at Arlie Boggs Elementary,” Principal Morrow says. “We are focusing our attention on the instructional process, seeking to better deliver the curriculum to our students. We know our teachers work hard, and we want to make the most of their efforts in terms of student achievement.”

By continuing to look at *how* we teach, and *how* we deliver instruction to our students, we will become better educators. The **Everyday Mathematics** program has given us content and process, and has resulted in progress for our students; we want that same kind of progress to continue in every content area. Those are our goals.”

For additional information on SRA/McGraw-Hill’s **Everyday Mathematics** program, please contact us toll-free at 1-888-SRA-4543 and visit our Web site at www.sra4kids.com.

Meeting All Expectations