



P : 607.233.4209
F: 1.866.407.1154
info@mathandmovement.com
www.mathandmovement.com

PO BOX 4017
Ithaca, NY 14852

SCHOOL CASE STUDY

SCHOOL NAME :

Davidson Elementary
Davidson, North Carolina

TEACHER NAME :

Maggie Hershey-Mason

PROGRAM OBJECTIVE:

The mission of the project was to improve the mathematical understanding of the diverse population of 706 K-5 students at Davidson Elementary. Their goal was to provide continuous and excellent child-centered instruction and improve individual student growth across all demographics and academic levels.



PROGRAM OVERVIEW



School-Wide Math Success Using the Math & Movement Program

Davidson Elementary was awarded a grant in 2017 and used funds to purchase Math & Movement materials. Ms. Mason helped teachers integrate these materials into daily lessons, math stations, and during transition times in the hallway. Throughout the school year, they tracked students' academic progress. The project served mostly third-grade classrooms and several K-2 classrooms. Their goals were to decrease the gap in student achievement of their subgroups, address student weaknesses, build student strengths, and guide every child towards a path of academic success for the next grade level.



THE APPROACH FOR THIRD GRADE

- In two of the third grade classrooms (43 students), they implemented the program consistently with teacher instruction and lessons throughout the school year - Cohort A. Lessons, math stations, interventions, and math warm-ups were done regularly using the materials with all students.
- Two other third grade classrooms (40 students) used the program inconsistently and more as a resource to enhance student learning - Cohort B. Floor mats and wall banners were available to students, but with less explicit instruction.
- The remaining third grade classrooms did not participate in the project (40 students) - Cohort C.

THE RESULTS

The End-of-Year MAPS (Measure of Academic Progress scores) for each Cohort Group of third graders is listed below. The data represents the number of students who met or exceeded their projected RIT score (A RIT score is an estimation of a student's instructional level and measures student progress or growth).

Cohort A

89%

of students made their projected RIT with regular use of Math & Movement materials

Cohort B

53%

of students made their projected RIT with inconsistent use of Math & Movement materials

Cohort C

36%

of students made their projected RIT with no use of Math & Movement materials

THE CONCLUSION

Key Takeaways from Ms. Mason

First, consistency in using the program is important. Like anything else, students need repeated exposure in how to use the materials to make their own discoveries and connections about number patterns and relationships throughout the school year. They may use a floor mat for skip counting one time but later recognize division equations or place value patterns.

Second, this program is for everyone - students who dislike math, love math, are less confident in math, boys, girls, quick learners, or less focused learners. Every child engages in the program without really thinking they are in math class. The program offers a supplemental and different modality for students to learn mathematics in elementary school.

