

Number Worlds[®] Transforms Special Education Classrooms with Powerful, Engaging Tools Students and Teachers Love



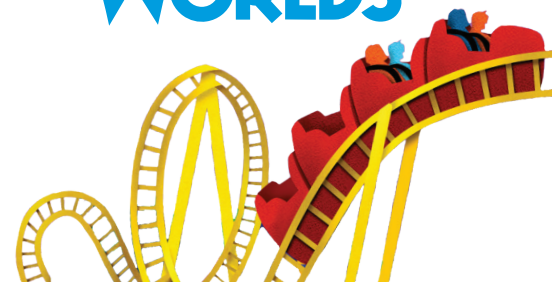
The Alexander County Schools District encompasses 11 schools (including 7 elementary schools) in western North Carolina, in the Foothills of the Appalachian Mountains.

This rural school system of just over 4,500 students faces similar issues to other rural districts:

- teacher shortage
- limited resources
- >40% economically disadvantaged students.

Jessica Anderson, Executive Director of Exceptional Children and Director of Student Services at the Alexander County School District, shared how *Number Worlds* became a major intervention tool their teachers used to help students who were struggling in math.

**NUMBER
WORLDS**



DISTRICT INFORMATION



Name:

Alexander County
School District

Location:

Alexander County,
North Carolina

Grade:

K–12

The Challenge

Alexander County Schools maintains an Exceptional Children (EC) program, which plans and manages all the additional resources needed by students on IEPs. The EC program is a robust part of the district's services.

Despite having 30–40% of their elementary students on an IEP for Math development, the district hadn't found a standard intervention program for Math that met all the needs of their EC students. Each intervention specialist was tasked with choosing and implementing their own methods and materials, and the district had no centralized approach to getting these students caught up.

Due to the variety of intervention programs and strategies that were used to assist with Math, there was no collective knowledge to draw on for new teachers. "We weren't consistent so that was one of the things that the district decided we wanted to work on. It's a small district and it takes time to onboard. Then, based on matriculation, you've always got somebody new or newer coming on board."

Alexander County Schools needed a math intervention program that everyone could use, that allowed new educators to get up to speed quickly.

The Solution

Number Worlds was exactly what the district was looking for. "There's always a little hesitation with a new curriculum," Anderson explained, "but I will say our staff was really appreciative to have quality materials that were intensive and adaptable to the students."

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— Jessica Anderson
Executive Director of Exceptional
Children at the Alexander County
Schools District

From the start, *Number Worlds* provided teachers with what they needed to succeed. **Anderson expressed the ease with which her teachers connected to the program,** "We utilize the recorded training as part of the materials package. If there are any specific questions we have, we can always ask. It's an easy onboarding process that reduces our staff barrier. It's not complicated."

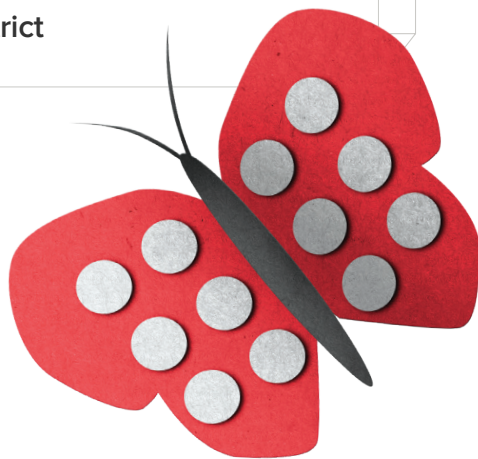


Even though the program is easy to connect with, Anderson feels it is very robust, with a wide variety of resources to help teachers teach and students learn from different angles.

“It’s intensive and you can group by ability level so you can target the intensive instruction. It is very adaptable. I know sometimes it’s used in general education settings for intervention, but for us, in special education, with smaller groups and more intensification, it’s very effective.

“We found growth in our students in year one. We had students that were in math resource, and we were able to either remove math support from their IEP or, if that was the only thing on their IEP, we had a few students get off their IEP completely. So, it has been a great success.”

— **Jessica Anderson**
Executive Director of Exceptional Children at the Alexander County School District



The Results

“The biggest surprise was, honestly, how fast the staff were on board with it,” Anderson remembers. “It’s simple to use. Teachers are willing to take it on. It’s not a huge learning curve for them.”

Once the teachers were on-board, *Number Worlds* helped the students flourish. Anderson sees the results, “It’s not only the instructional piece for us with Number Worlds. **It’s also the progress monitoring and the number sense that gives us data that shows the growth.**”

Anderson counts the success of *Number Worlds* by how many students have been able to exit the program. “We found growth in our students in year one. We had students that were in math resource, and we were able to either remove math support from their IEP or, if that was the only thing on their IEP, we had a few students get off their IEP completely. So, it has been a great success.”

Moving Forward

Number Worlds continues to be popular with the teachers in Alexander County. Anderson describes the popularity, “Our teachers like the scripted piece. It’s precise. There’s not a lot of guessing work on how to roll out the lesson. But the teachers can still individualize and enhance the instruction. To me, that’s the best of both worlds for them. Number Worlds is a tool in the toolbox.”

Students are equally fond of Number Worlds. Anderson believes its popularity is enhanced by two components: Project-Based Learning and Manipulatives. “The project-based learning activities are the application of the skills. It promotes the retention of the skills. The tangible and the manipulatives are pretty significant...a huge tub of materials that the kids love.”

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School District

“All together it rolls into the engagement,” Anderson emphasizes. “It keeps the students engaged and it keeps the material interesting. It’s not ‘let me read this and you do the work.’ It’s multi-sensory which allows them to use the manipulatives and learn at the same time.”

With its multi-sensory approach, *Number Worlds* sparks curiosity, empowers improved math scores, and makes learning something students genuinely look forward to.



To learn more about our program, visit:
mheonline.com/numberworlds

