

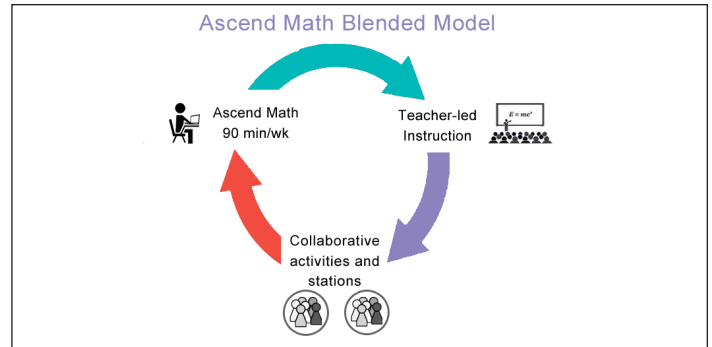
AT RISK STUDENTS OUTPERFORM PEERS IN BLENDED LEARNING PROGRAM!

Bibb County Schools
Macon, GA

In 2015, Bibb County schools began a Flexible Learning Program (FLP) utilizing Ascend Math in several schools including Howard Middle School. The students in the FLP are students who are most at risk of failing math. These students fall in the lowest 25 percentile. Bibb's FLP is a blended learning model designed as direct instruction coupled with online learning for math.

“Bibb’s FLP is designed to prescribe differentiated instruction in a blended learning environment. Our students in FLP receive tailored instruction online, in small groups or one-on-one. Ascend pinpoints the student’s deficiencies and maps out the course of actions for remediation. We have a great remedy for preparing our students for the 21st Century.”

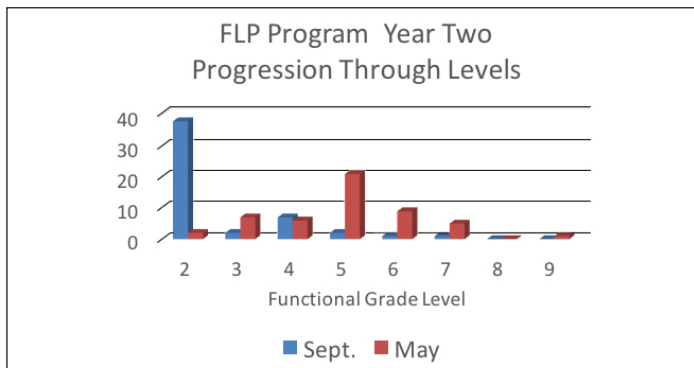
Joanna Gittens-Summerow, Title I Education Specialist.



Bibb County Schools implemented a blended learning approach combining direct instruction with online learning using Ascend Math.

Year One

Bibb County implemented a blended learning approach which consisted of direct instruction coupled (one-on-one or small groups no more than 10 students) with online learning for math at Howard Middle School during the 2014-15 school year. CRCT (state test) achievement data of 2014 showed a need for improvement in 6th, 7th and 8th grade math. In an effort to increase the most-at-risk students’ math skills and close the achievement gap at Howard. Bibb’s Title I Office selected Ascend Math because the program identifies the student’s strengths and needs and tailors instruction specifically to their deficiencies.



Year Two: On average students moved up more than two grade levels.

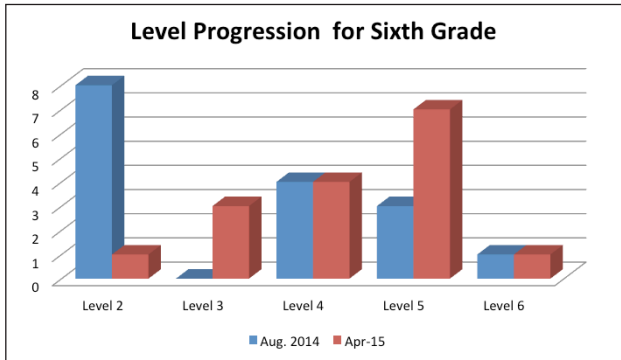
Year Two

The tremendous success from year one meant an FLP program was no longer required at Howard Middle School. Bibb County took their successful approach to Ballard Hudson Middle School. The blended learning model was continued with Ascend Math again providing individualized instruction on skill gaps. As with year one, students responded positively and even outperformed the general student population at their school.

- More than 50% of FLP (most at risk) students increased their score on the state test. By comparison, only 45% of the general student population increased their score.
- On average, these FLP students made greater improvement in their scores than did the non-FLP students.
- Underperforming FLP students showed a percentage of decline slightly better than non-FLP students.

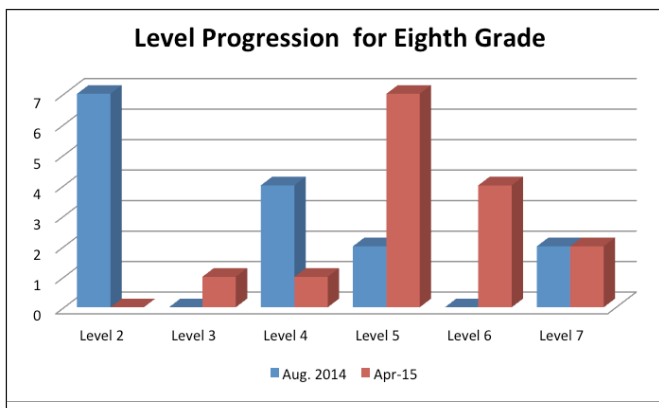
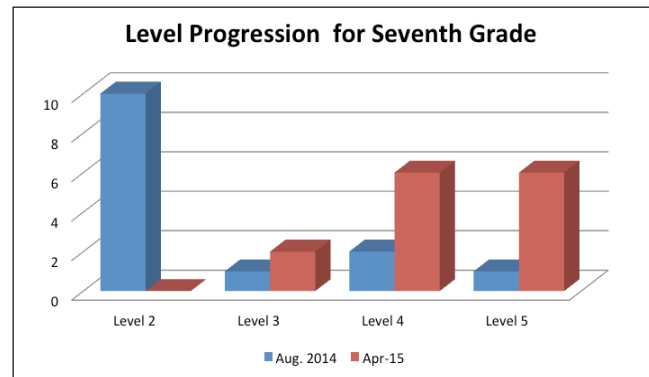
SEE MORE RESULTS ON OPPOSITE PAGE

Great Results for Every Grade!



At the beginning of the 2014-15 academic school year, 25 students taking the Ascend Math Level Placement Test tested at grade level two. Before the end of the year, only one student remained with skill gaps at level two. Intervention students in grades 6-8 made remarkable progress in gaining grade levels.

Fifty-nine students have increased his or her grade level skills by as much as four grade levels. In addition to increased mathematical abilities, the students' confidences have increased when learning new math concepts. Dr. Sharon Daniel, FLP teacher, stated that the students no longer say "I cannot do it." Now, they say "I do not understand it yet."



- At the beginning of the school year, 58% of students tested below the 4th grade level in math. By April, only 15% remained.
- Only 9% of students tested at grade level 5 or above at the start of the year. By April, that number increased to 64%.
- 44% moved up two or more grade levels.
- Students averaged 1.5 hours per week working in Ascend Math.