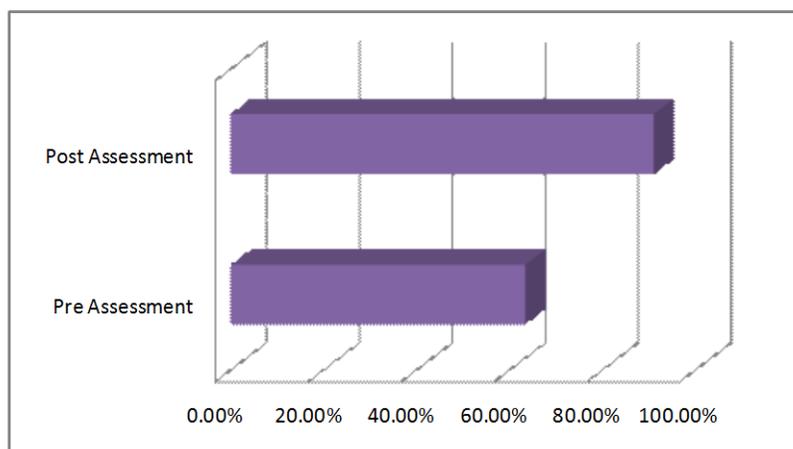


During the 2009-2010 school year, administrators at Douglas High School in Douglas, Wyoming used Ascend[®] Math in interventions targeting students who had scored a 2 or below on their Proficiency Assessments for Wyoming Students (PAWS) test. As a result, math scores at the school improved by nearly 30 percent.

11th Grade Results - Douglas High School

Pre Assessment	Post Assessment	Gain in Score
63.40%	91%	27.6%



The Challenge

Douglas High School has an enrollment of 520 students. With many students that had basically given up on math, administrators and teachers needed to identify and motivate those low-performing students. They also needed a program that would result in measurable improvements, including on the Wyoming state standardized test (PAWS). Finally, the school needed to find an intervention that would work for a wide range of student populations, including Tier II interventions for 18-week long semester-based interventions and independent learning and Tier III interventions for year-long math standards classes and for special education classes,.

Douglas High School also was looking for a program that would utilize online and computer-based learning, to capture the attention of ADD/ADHD students. It also needed a program that had the ability to teach 16-19 year-olds 5th-grade-level materials without boring them. Finally, it wanted a program that would be accessible at school and at home, so that students could learn at their own pace.

"We are taking the kids who are almost there – just give them what they need and allow them to work at their own pace"

Wes Gamble, Math Teacher, Douglas High School

The Solution:

With these goals and criteria in mind for its math curriculum interventions, Douglas High School knew it needed a program that:

- Identified skill gaps;
- Targeted individual weaknesses;
- Featured remediation instruction;
- Provided summative assessments;
- Mapped to Wyoming state standards; and
- Offered the school an affordable solution.



Ascend Math was a perfect fit for the needs of Douglas High School. Teachers found that Ascend Math gave them important tools to help motivate students who had given up on math. Because students only worked on the areas they needed, and could do so at their own pace, they were more interested in learning the objectives quickly and efficiently. The multimedia learning experience helped keep the interest of students with ADD/ADHD, while the flexibility of a program available online both at school and from home also helped to keep students on track. To put it simply, Ascend gave students control, and students responded very positively to that control.

The Results:

Students using Ascend saw, on average, marked improvements between their pre- and post-assessments scores. Of the 24 11th-graders using Ascend, scores improved by 27.6%, from 63.4% pre-assessment to 91.0% post-assessment.

Helping Douglas High School ASCEND

Like many of the schools using Ascend, Douglas High School appreciated Ascend[®] Math's ability to statistically improve math scores and:

- Diagnose students' deficiencies and strengths;
- Prescribe targeted instruction;
- Assign instruction and practice using proven lessons;
- Deliver post-instruction testing;
- Adjust learning paths with formative assessments;
- Generate individual, class and school reports;
- Address state, federal and NCLB accountability requirements.

Can We Help You?

For an online, interactive demo and information about our free preview program, please visit:

www.ascendmath.com

or call us toll free at
(877) 843-0277