

BLENDED LEARNING PRODUCES BIG GAINS!

Howard Middle School
Bibb County Schools
Macon, GA

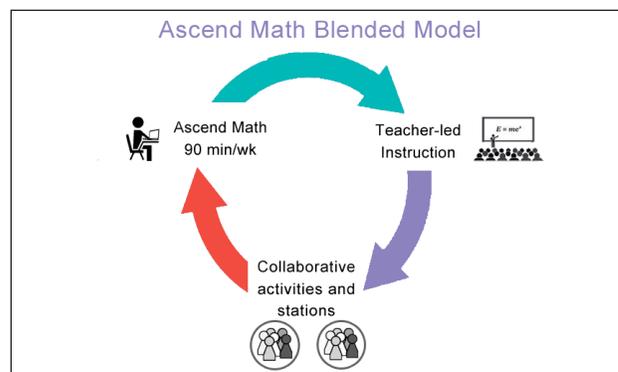
Howard Middle School resides in the Bibb County School District of Macon, GA. Howard Middle was named a Focus School due to the large achievement gap between the highest achieving subgroup and the lowest achieving subgroup.

At a Glance

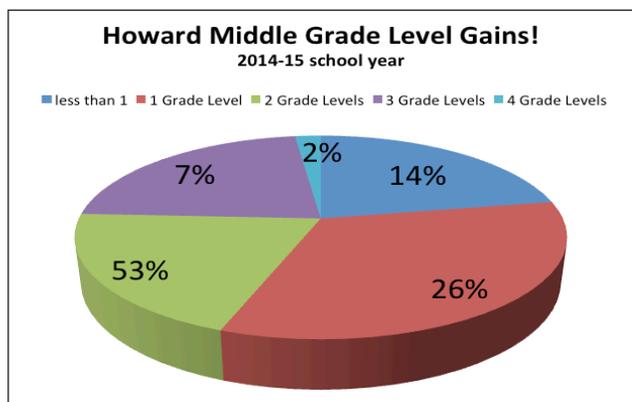
- 60 Students identified for intervention
- Focus School with large achievement gap
- Flexible Learning Program
- Blended learning approach

Desired Goals

- Close the achievement gap
- Increase math skills for the most at-risk students
- Intervention students to gain at least one grade level



Howard Middle School implemented a blended learning approach combining direct instruction with online learning using Ascend Math.



The Challenge

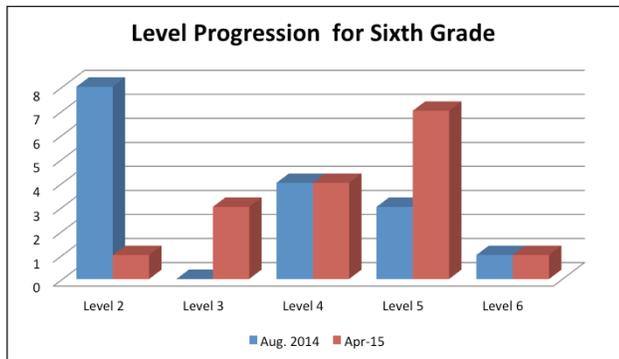
Howard Middle School's administration felt that the CRCT (state test) achievement data of 2014 showed a need for improvement in 6th, 7th and 8th grade math. In an effort to increase the most-at-risk students' math skills and close the achievement gap at Howard, their district's Title I Office selected Ascend Math because it identifies each student's strengths and needs and tailors instruction specifically to his/her deficiencies.

The Implementation

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. Bibb County Title I uses Ascend Math to help students gain an understanding of mathematical concepts, fluency with numbers' relationships, and the ability to apply this knowledge to solving story problems. Ascend Math is used exclusively with FLP (Flexible Learning Program) students, during connections through the school day. The students most at risk were identified and placed in the FLP five days a week during the time period allotted for connections.

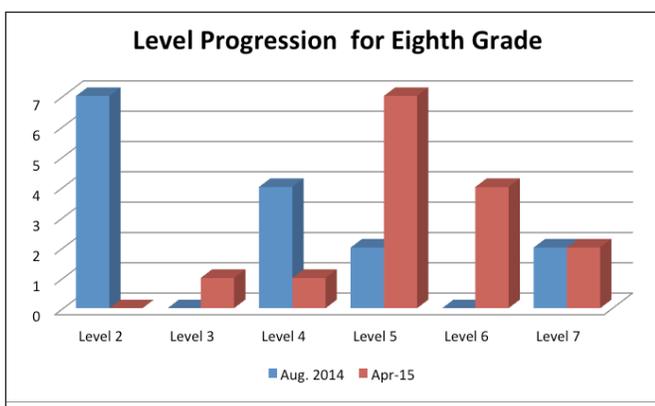
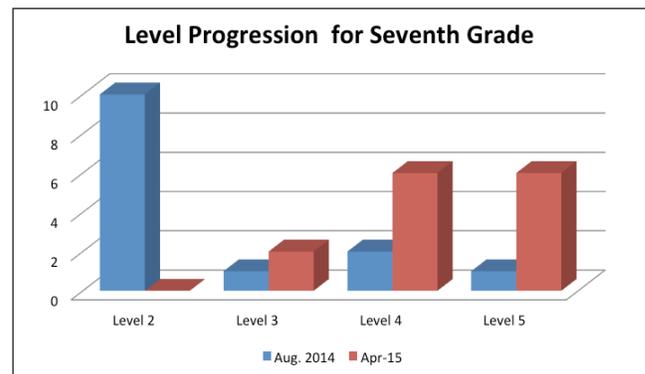
On a daily basis, Howard's FLP teacher monitors the assessment reports to review students' progress in the program. On a monthly basis, the FLP teacher, administrator and coordinator review the Ascend class course progress reports in order to receive a clear picture of gains.

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.