

# Ascend Math Success Stories 2010-2011

The Ascend Education Gold Medal Program encourages educators to build a network of knowledge, sharing challenges faced with low performing math students and delineating how they overcame those challenges with the help of Ascend Math®.

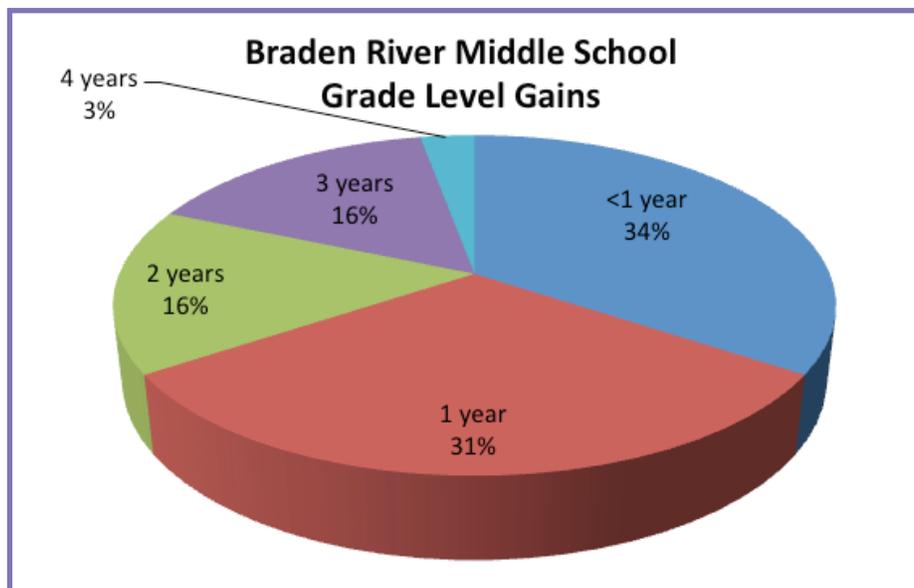
Like the Olympics, where the finest athletes from around the world are selected to compete and achieve personal excellence, exemplary school from around the country compete in the Gold Medal Program, sharing best practices in math intervention along with personal success stories about how they use Ascend Math to motivate their students to reach maximum performance.

The “athlete” schools in the Ascend Math® 2011 Gold Medal Program outlined their implementation plans and how it impacted their students’ achievement. Schools shared their objectives, desired goals and results of grade gains and high stakes testing. Serving as standard of exemplary practices, the Gold Medal Program brings the initiatives of the ARRA Stimulus Program, Race to the Top and similar strategies to the forefront. Applicants focus on accountability of both teachers and students and highlight the cornerstones of personal achievement.

Gold Medal Program contest winners are chosen by a consensus of their peers and announced three times a year at national educational conferences . Viewed by the educators as “Thought Leaders” in math intervention, Gold Medal Program winners are also invited to speak at national and regional conferences in 2011-2012, and are recognized on Ascend Education’s website, national newsletters and other media outlets. Highlights about a few of the 2011 nominees follows.

## Braden River Middle School, Florida

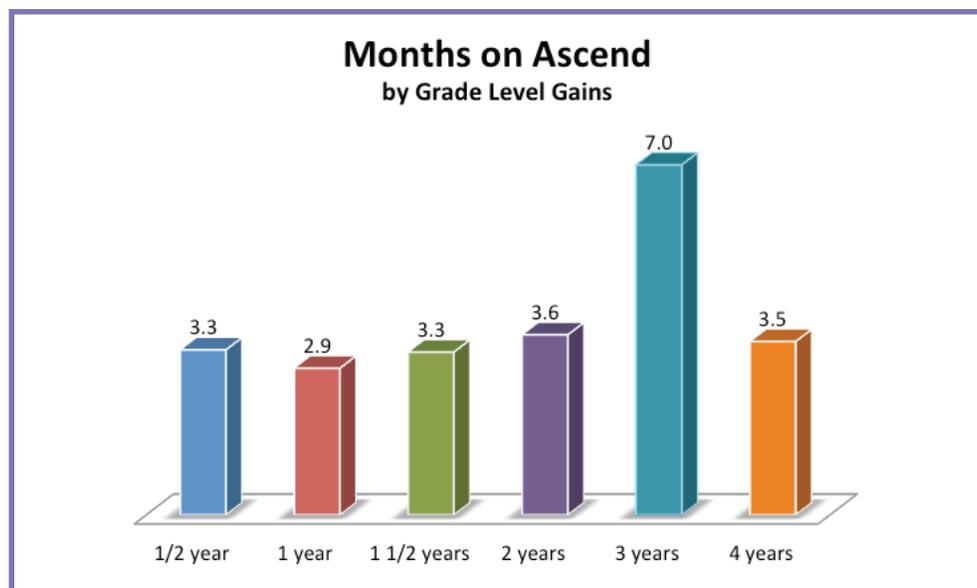
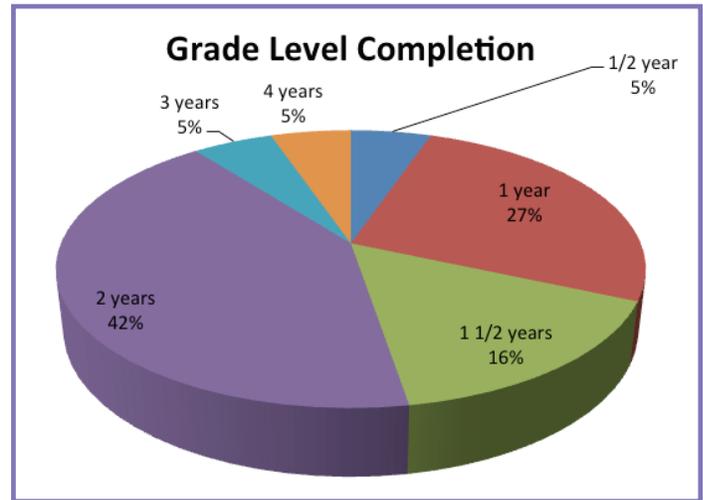
- The school implemented Ascend Math to target students who scored Level 1 on Florida’s, high stakes test, the FCAT.
- Students were placed in a yearlong intervention and utilized Ascend Math daily for 50 minutes per day.
- The school goal was for students to achieve multiple grade level proficiencies, improve FCAT scores and address school AYP status.
- Impressive results showed that students achieved up to four years growth.



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## Carbon County School District, Wyoming

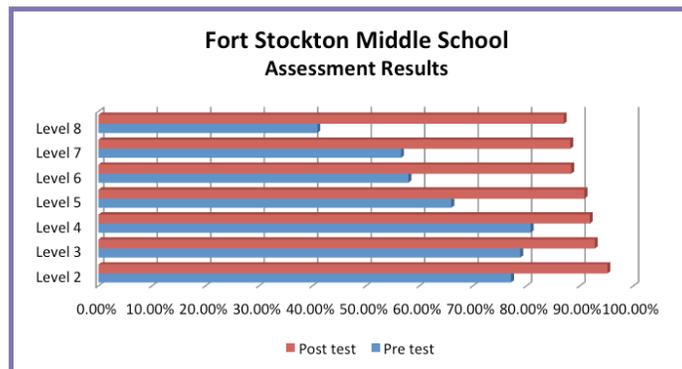
- The school district sought a resource to meet the intervention and instructional requirements for special populations including Tier II and Tier III Intervention, Special Ed, Enrichment for Gifted and Talented and afterschool programs. To meet these objectives, the district adopted Ascend Math for all schools in the district.
- They identified 150 to 200 students of the total 500 students in the district for intervention and enrichment utilizing Ascend Math.
- The main reason for the choice of Ascend was its ease of use, instructional video for student viewing on mathematics concept, interactive practice and student pre and post assessments. An additional key component to the Ascend program is a reporting system that gives beneficial reports of student progress and achievement.
- The district met its objective for student grade level gains in that over 94% of students in the Middle School achieved up to 1 years growth in a 3 month intervention period. One student achieved four years growth in a seven month period.



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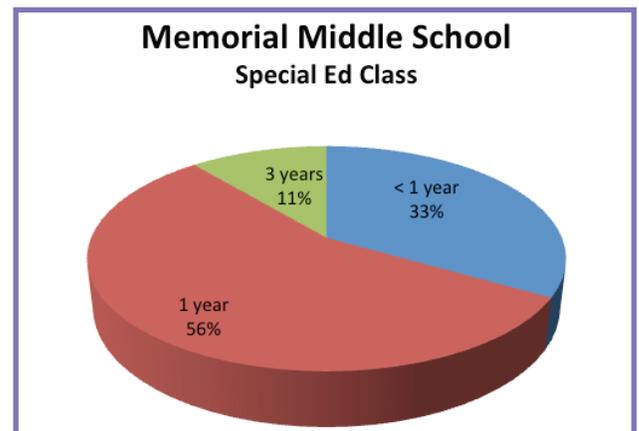
## Fort Stockton Middle School, Texas

- Many of our students arrived at Fort Stockton Middle School with skill gaps of up to 6 or 7 years, for which they had to attain proficiency within three, two or, even one year.
- The school tried several math intervention approaches over the past few years, but students were still not gaining ground on math concepts and continued to perform at the 2nd to 4th grade level. The school knew they needed to find a different math intervention solution that would enable our teachers to teach math at grade level, but also meet the needs of those below grade level students, supporting a diverse set of needs and different learning styles.
- The impact Ascend math has had on the school is tremendous. Teachers can tell which students are on the Ascend Math program because of their improved math abilities and skills in the classroom and on their assessments.
- Of the students at risk to fail the TAKS, 45% of 6th graders passed, 65% of 7th graders passed, 86% of 8th graders passed!



## Memorial Middle School, Georgia

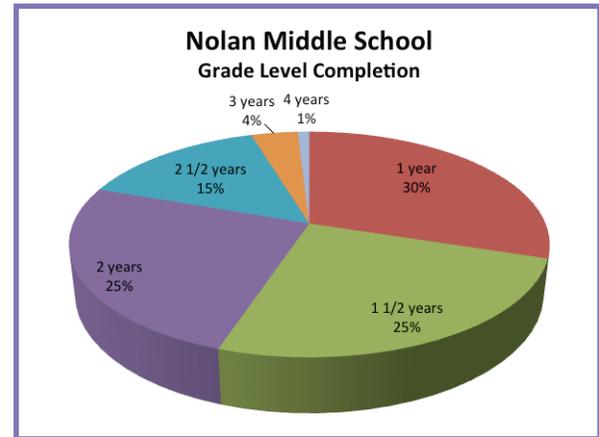
- Memorial Middle School utilized Ascend Math as a resource to teach a self-contained class of 6th, 7th, and 8th grade students with disabilities. Besides being responsible for every subject on all 3 grade levels, Ms. Joseph's students' academic abilities range from well below grade level to above grade level.
- Planning and implementing individualized instruction for each student is very challenging. Ascend Math helps Ms. Joseph individualize instruction and enables students to receive direct instruction from the program while she is working with others.
- The teacher's goal was to use Ascend Math to supplement grade level Math instruction, identify gaps in student understanding of previously taught Math concepts, and provide individualized instruction to fill the gaps.
- Students achieved average gains of 48% post test versus pre test.
- One 8th grade student was able to go from Level 5 to completing Level 9-12, enabling him to meet his dream of being able to enroll in honors classes in high school.



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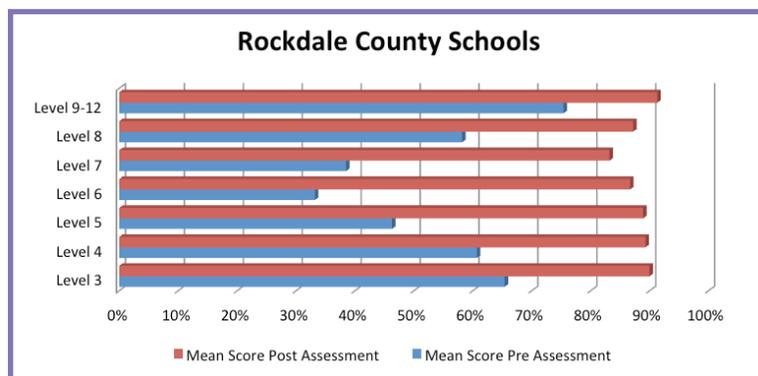
## Nolan Middle School, Florida

- Nolan Middle School had a diverse group of students performing below level in Math, but no time to differentiate instruction for them during class time. The school adopted Ascend to meet the needs of each student who scored level 1 and 2 on FCAT and fill their unique learning gaps in math.
- Students used Ascend Math approximately 3 times per week both during school and at home.
- After three years using Ascend Math in school, the school had a lack of teacher funding for in school support. The school decided to implement Ascend into the homes of the actual students instead of in school. The school provided a parent letter describing the necessary plugins, and how the program would work, and advised them to allow the students to work at their own pace (not to help them too much). And the implementation was a success!
- The school is delighted with ongoing results! This year, even using it from home, a couple students gained 4 grade levels!



## Rockdale County Schools, Georgia

- Rockdale Schools implemented Ascend Math as a resource for students with disabilities. The district had a challenge of how to individualize instruction to meet each student's specific needs and give them the skills needed to meet grade level standards.
- Ascend Math assisted the 21 teachers who utilized Ascend to determine what objectives each student needed to work on. Ascend then provided each student with the individualized instruction to meet their needs in order to create efficiencies of instructional time, especially for students starting below grade levels.
- Teachers were pleased with Ascend's ability to deliver instruction to some students, while they could work one on one with other students.



For More Information about Ascend Math or to preview a demo visit [www.Ascendmath.com](http://www.Ascendmath.com) or contact us at (877) 843-0277