



Evidence and Supporting Materials for
Performance Claims
of
Math-Whizz® Tutoring Plus
June 2011



Maths-Whizz®
Tutoring PLUS+

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Executive Summary

Math-Whizz® Tutoring Plus is an online one-to-one, personalised tutoring service in math, catering for students ages 5 to 13. It has been developed by Whizz Education (www.whizz.com), a private limited company owned and managed in the UK.

Each student benefits from tutoring tailored exactly to their abilities and math profile, allowing each child to progress their math at an accelerated pace.

The tutoring algorithm has been designed over several years through leading UK designers and educationalists to simulate the teaching behaviour of a private tutor. Lesson delivery is in the form of interactive animations that engage students and provide intervention when students need help, supported by tests that reinforce understanding and prepare students for success on school exams. Content is aligned to the Common Core Standards and many State Standards.

Due to the nature of the Math-Whizz Tutoring Plus service, students of varying abilities can receive tutoring in the presence or absence of either teacher or parent, at home or in school or, in fact, wherever they have access to high speed internet access. Teachers are able, through separate logins, to monitor student math profiles and progress on an individual student, whole class or whole school basis. Parents are also able to obtain login access to a parent account providing real time reporting on their individual child's maths ability and progress.

Math-Whizz Tutoring Plus harnesses technology to provide the ultimate in

- one to one, personalised tutoring
- home-school links
- live parent reporting and transparency

The Math-Whizz content (i.e. without the tutoring system behind it) won the award for best primary school math software at BETT in 2006. Math-Whizz also won the Innovation Award at the 2011 Education Resources Awards organized by the British Educational Suppliers Association (BESA).

Math-Whizz Tutoring Plus has been shown to be successful in aiding children of all abilities to maximise their potential in maths. Math-Whizz Tutoring Plus has been implemented successfully to date in approximately 500 schools worldwide. In the UK, Math-Whizz

Tutoring Plus has been highly effective in both public and independent private schools. Districts and schools across the US are using Math-Whizz to support learning and several schools in the UAE are also into their third year, and Maths-Whizz has been recently adopted by schools in Cyprus, India, Jordan, New Zealand and Thailand.

The remainder of this pack is dedicated to providing supporting research, analysis and accompanying feedback from customers showing the proven capabilities of Math-Whizz Tutoring Plus.

Introduction to Support Material

Support material comes in three main forms:

1. Analysis of Math-Whizz users. Analysis of student progress in maths ability is based on Whizz Education's recorded data for thousands of individual students. The results supplied in the graphs below are derived from a sample of 4,077 boys and 4,310 girls who used Math-Whizz for at least 10 minutes per week over at least 6 months and an average of 12 months in 2009-10. These children are predominantly from the UK, USA and UAE, and are typically aged between 5 and 11 years old. 82% of the children were using Maths-Whizz as a result of a school subscription and 18% from a home subscription.

When a student first starts with Math-Whizz, a diagnostic assessment (in the form of a 20-40 minute test) identifies a student's ability in the various relevant math topics from which an overall maths ability or Math Age™ is calculated. More competent students may find their Math Age is ahead of their actual age, whereas less competent students may find their Math Age is lower than their actual age. Furthermore, their ability may vary across the different topics, e.g. an 8 year old may find that she has a Math Age of 8.5 in Addition, but only 7.25 in fractions.

In practice, every child has his or her own, often unique, math profile which is why it is so difficult for teachers in school to cater for their children's individual needs – because they are all so different! As a result many students who do not use Math-Whizz find they are unchallenged, or worse, left behind and as result can lose confidence and then fail to reach their potential.

Broadly speaking, a child starting year 4 in school would be expected to have a Math Age of 9 and, by the end of Year 4, a Math Age of 10. In practice, of course, this varies widely. Some year 4 students may, for example, have a Math Age of 7 or below, while others have a Math Age of 11 or above.

Having established the starting profile of each individual student, Math-Whizz delivers lessons suitable to that profile. However, the assessment process is

continuous and Math-Whizz remains flexible at all times to adjust the course of lessons, just like a human tutor would do, depending on how the child is progressing. The student's performance in each lesson is tracked constantly topic by topic, and, as the required standard of success in animated exercises and accompanying tests is achieved, the student's level in each topic and hence their overall Math Age is updated.

The key data underlying the graphs below are the time spent by the individual students on Math-Whizz lessons and exercises, the students' starting and current Math Age and the dates when these ages were measured. To underwrite the quality of results, we have identified each student's starting maths age by reference to the levels of the first 20 lessons delivered immediately after the assessment and their latest Math Age by reference to the levels of the 20 most recent. This reduces the impact of anomalies which can result from the brevity of the initial assessment, yet provides like for like results so that progress can be clearly identified.

Progress through a particular learning objective only occurs when a student has successfully reviewed a learning objective concept, completed interactive questions successfully and furthermore passed a short subsequent test. Students are not progressed unless all of these steps have been successfully undertaken. This means that progress through Math-Whizz is not a foregone conclusion and must be earned and evidenced by each student every step of the way.

Overall, our analysis shows that students who use Math-Whizz for between 45 and 60 minutes per week improve their Math Age by, on average, between 1.3 and 1.6 years in the first year of usage, and those using Math-Whizz for 90 minutes per week improve by, on average, more than 2 years. These statistics are the median results derived from analysis of over 8,387 students worldwide who were using Math-Whizz for at least 6 months and on average for about a year in 2009-10. We use the median as our definition of average, in other words 50% of students did better and 50% did worse than the median result, since the arithmetic means tend to overemphasise the results of the very best students. See the relevant section below for full presentation of results. *The underlying raw data is available upon request.*

2. Case studies. The track record of success is supported by four case studies enclosed:
 - A detailed report by an Advanced Skills Teacher at **Park Hill Junior School** of its first term's use of Math-Whizz Tutoring Plus for Key Stage 2 students which concludes "...that Math-Whizz Age should correlate so strongly with pupil maths SAT levels (assessed at the same time w/b 11/10/10) gives me a lot of confidence in it as a reliable measure of maths attainment. That some of the original Math-Whizz assessment questions are also found in pupils day-to-day Math-Whizz tutorials, also

- gives me confidence that the high levels of progress being reported on Math-Whizz are real in terms of improving maths skill sets”...
- A **Kentucky** schools study in which 1,006 children typically achieved an improvement of 0.6 yrs in their Math Age in a six month period in 2008-9. The conclusion was that “Data collected on the classrooms of students indicated that students demonstrated improvement in math content and skill when provided with the web based tutoring of Math-Whizz. Further, it is positively correlated at a statistically significant level that students who spent more time engaged with the program demonstrated the greatest improvement.”
 - **Toppenish School District in Washington State, USA**, who saw major improvement in their maths standards, evidenced by a higher proportion (increase of just under 50%) of students meeting standards in the State math exams (WASLs), following implementation of Math-Whizz Tutoring Plus for their students. The profile of the students was typically that of largely underachieving students, showing the ability of Math-Whizz to raise standards with otherwise struggling students.
 - As reported by the Independent Schools Inspectorate, the improvement in math within the **Mead School**, a UK based independent school, following adoption of Math-Whizz Tutoring Plus. Students at the Mead School are of mixed ability although the school has a good track record of academic results, showing the ability of Math-Whizz to cater for students of mixed ability including those that are gifted and talented.
3. Testimonials. As well as the data analysis and case studies, Math-Whizz has received numerous positive testimonials and anecdotal feedback from teachers, parents and students regarding the real progress and results that students achieve through Math-Whizz. Some of the testimonials received over the last 4 years are on pages 27 to 57.

Conclusions

Whizz Education recommends use of Math-Whizz Tutoring Plus for students as follows:

- Underachieving students, or students who need more time to absorb math concepts, are recommended to use Math-Whizz Tutoring Plus for 90 minutes a week. Based on the most recent up to date data, 92% of students at that level of usage accelerate their Math Age by more than 1 year in their first year, with a median progress in Maths Age of at least 2 years.

- The majority of students should spend 45 to 60 minutes per week where the median improvement in maths age expected is between 1.3 and 1.6 years in the space of a year.
- Students who are gifted and talented and have Maths Ages beyond their actual age can be challenged and progressed by Math-Whizz with just 30 minutes of usage per week.

Nevertheless, Math-Whizz Tutoring Plus is such an excellent tool in building a child's confidence and motivation that most students will derive significant benefit from regular usage for even shorter periods than are recommended.

Note on Teacher Training and Implementation

Math-Whizz has been designed for easy implementation by teachers and students. The program does not require extensive training nor does it require creation of custom curricula. Since the Math-Whizz tutoring algorithm is making the decisions on what to teach based on how a child is progressing, this means that a student can log in and progress even when there is no adult present. If there is a supervising teacher or parent, he or she will not have to worry about what to teach next - the Math-Whizz tutor does the work.

However, teachers do require an initial half day basic training so that they can oversee initial assessments, know how to monitor progress and results and are qualified to communicate with parents. Best results are achieved where teachers encourage usage of Math-Whizz at the recommended levels and receive basic training on how to ensure sufficient access and time so this can be achieved, be it through access in computer suite classes, after school maths clubs, and home use.

Experience has shown that best results are achieved through an initial onsite induction session followed by term reviews. Whizz Education is well experienced in providing the ideal training and ongoing support for sustainable implementation and maximum results.

Additional Material and Documentation:

1. Dummy teacher login/password information to create student files and view teacher reports can be provided to qualified applicants.
2. Further references are available upon request.

Contact Information:

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Mailing address:

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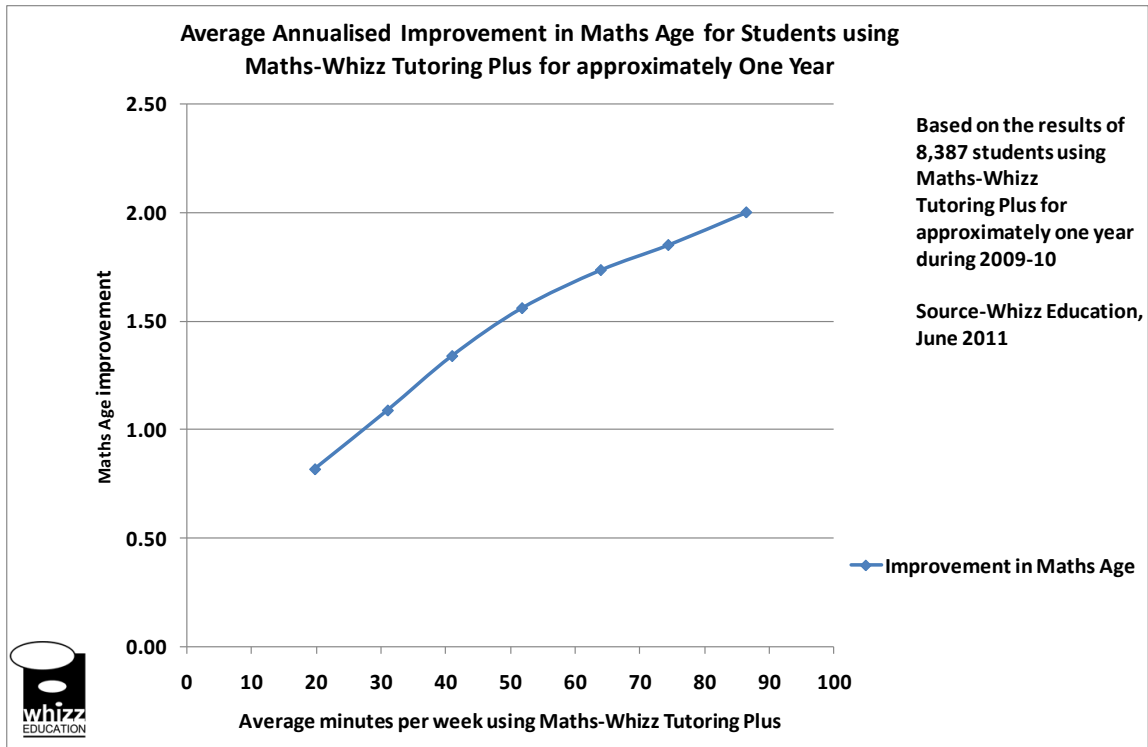
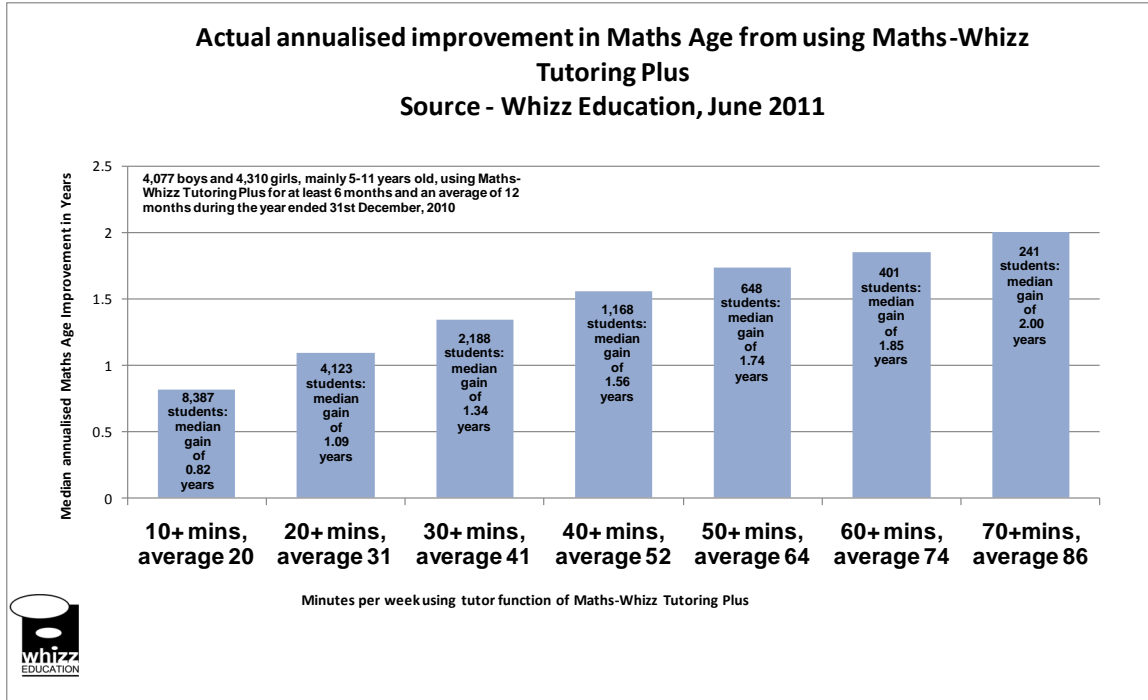
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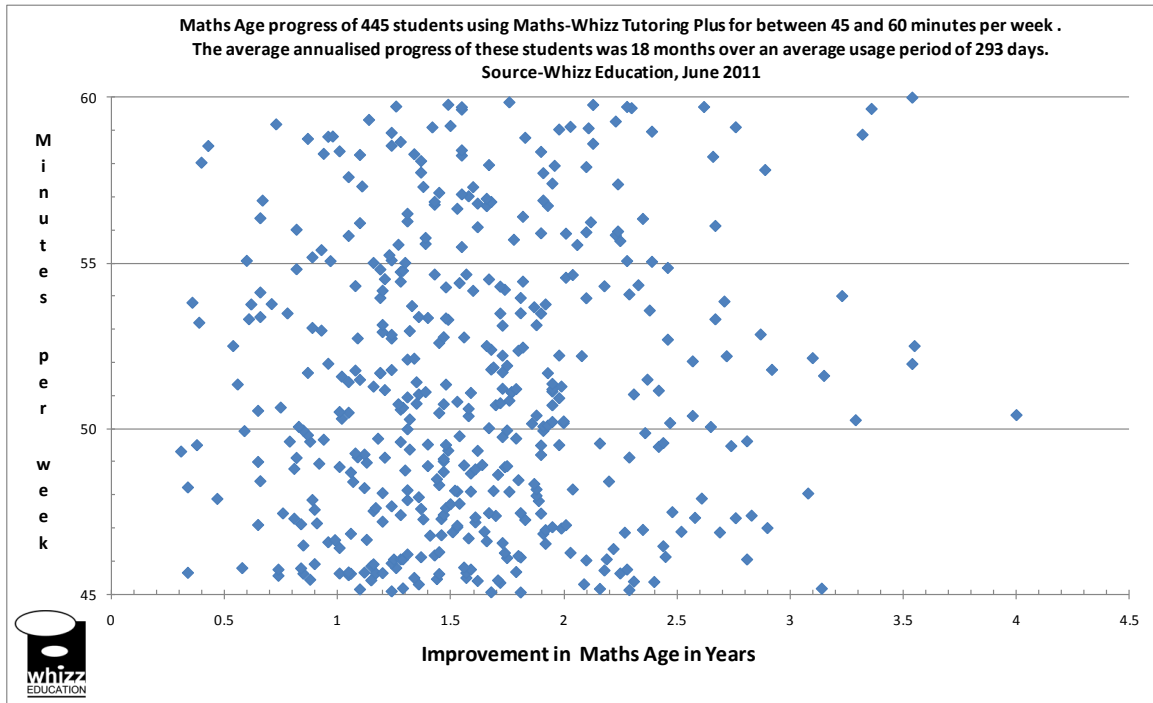
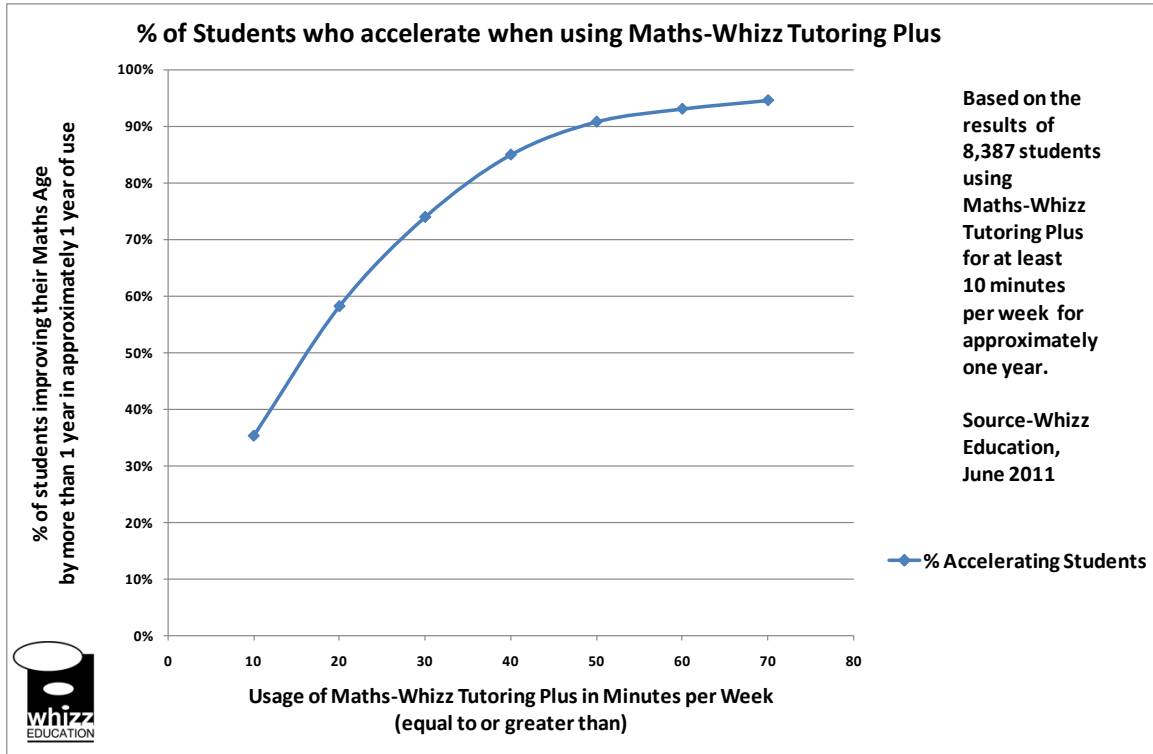
Seattle, WA 98103

www.whizz.us

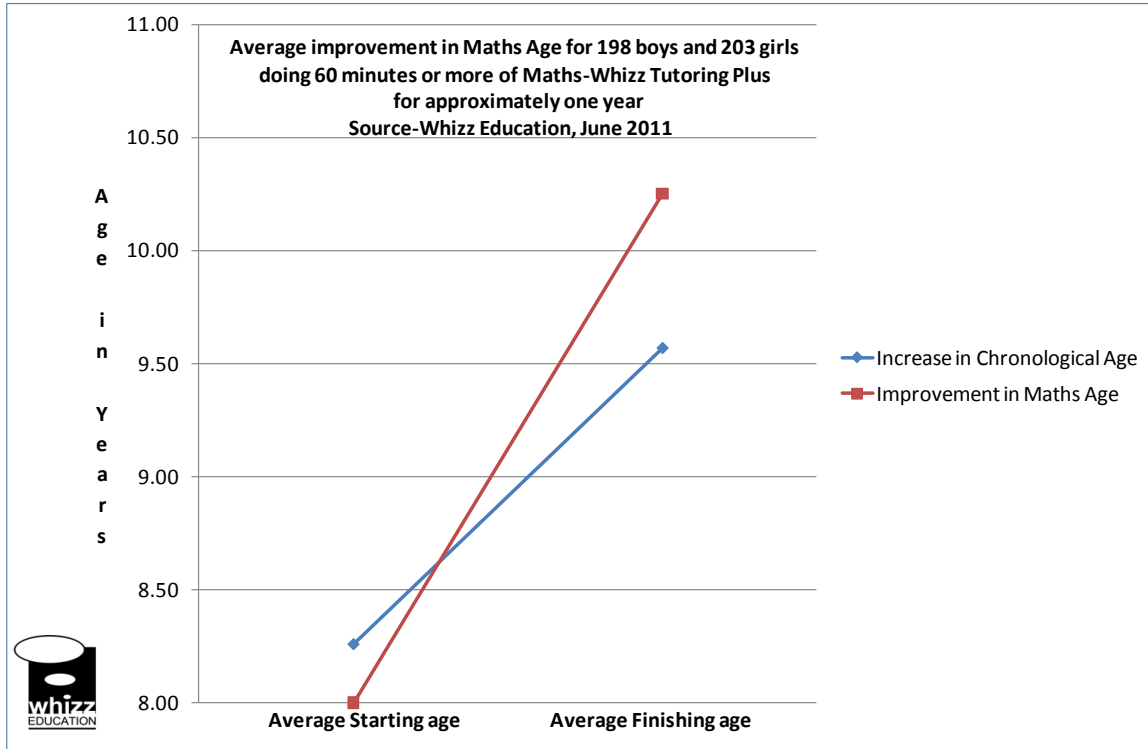
Appendix A- Analysis of Math-Whizz Users



Analysis of Math-Whizz Users – contd



Analysis of Math-Whizz Users-contd



Appendix B-Case Studies

(A) Report by Simon Yearley (Primary Maths Advanced Skills Teacher, Park Hill Junior School) prepared in December, 2010

The last few days away from the classroom have given me the opportunity to look at the impact of Maths-Whizz this first term.

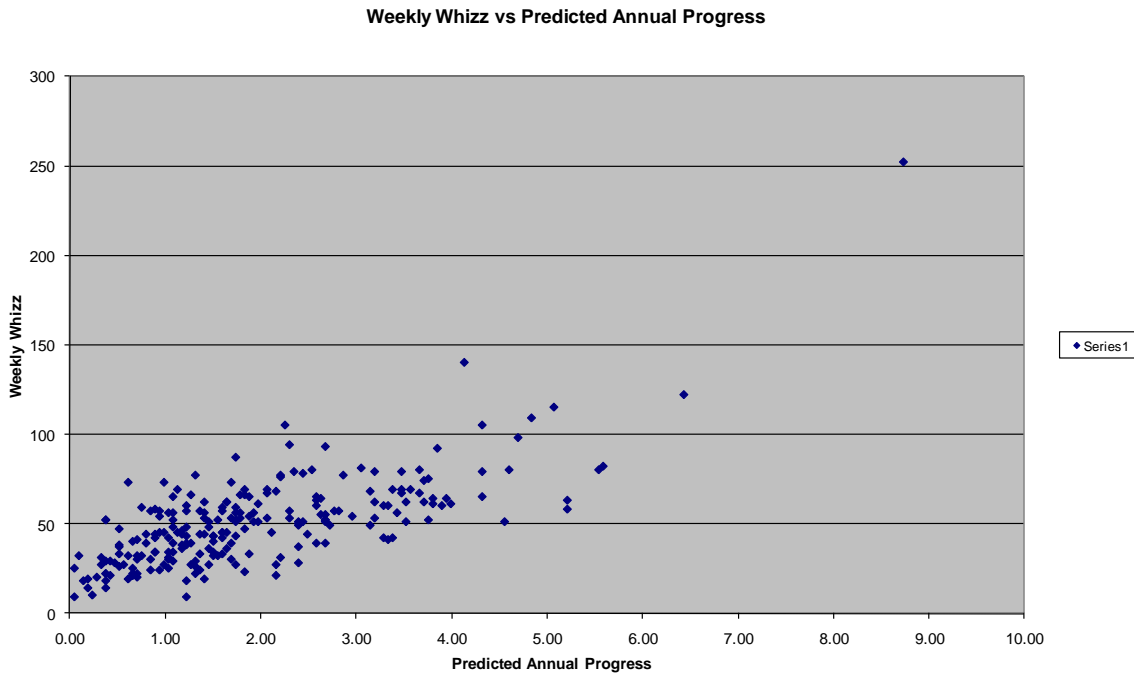
Whilst what follows goes into some detail, hopefully you will find it of interest, especially when considered alongside your own experiences.

Maths-Whizz is not cheap but of course this cost needs to be viewed in terms of relative impact. If Maths-Whizz lives up to its promise this first year - assisting all pupils to make expected or better progress in maths - then it will certainly have been money well spent, perhaps even exceptional value. Of course with so many other influencing factors, the reality is likely to be far less clear!

Below are some of the questions I have sought to answer. Reference is made to 3 excel sheets (and graphs within) which can be found attached.

Q1) How does Maths-Whizz usage compare with predicted Maths-Whizz annual rates of progress?

Please view Excel 1, Scattergraph Years 3-6 Combined.



In all year groups, a mid-strength positive correlation exists between Average Whizz Time and Predicted Annual Progress. Simply put, the more time a pupil spends on Maths-Whizz, the more progress they are expected to make over the course of an academic year. It should be noted that predicted annual rates of progress are based on extrapolation of progress made to (in this case) Nov 22nd and therefore should be viewed with a degree of caution. That said, actual progress might equally be revised up as opposed to down, given familiarity with the website tutorials - time will tell!

The vast majority of pupils are presently predicted to make more than a year's progress, in nearly all cases where this isn't the case pupils have not fulfilled the expected 60 minutes of weekly Maths-Whizz usage (to be returned to later).

Notably, predicted progress rates are not the same for pupils spending the same amount of time on Maths-Whizz - there is a large degree of variation. At extremes predicted progress might vary by as much as several years despite equal time spent on Maths-Whizz.

Interestingly, rates of predicted progress are higher (given similar time spent) in the lower school than in the upper school particularly for those spending more than an hour on Maths-Whizz. This does raise questions about sustainability in the years to come.

It is also striking that 46/234 (19.7%) are predicted to make upwards of 3 years progress this first year of Maths-Whizz usage. Whilst on the face of it this might be a cause for celebration, clearly such rates of progress are unlikely to be sustainable, either for the pupil (in terms of the challenge of questions), or ultimately the website (which presently has a ceiling of 14 years of age).

Q2) How little time can pupils spend on Maths-Whizz but still make expected (1 year) or better progress?

Please again view Excel 1, Scattergraph Y3-Y6 Combined.

There appears to be a high degree of consistency in answer to this question for each of the year groups. With no exceptions in Y3, one exception in Y4, two exceptions in Y5 and six exceptions in Y6, all pupils completing more than **45 minutes** of weekly Maths-Whizz are predicted to make at least a year's progress. Of the six exceptions in Y6, five (as of Nov 22nd) were predicted to make 0.8 - 1 years progress. Where pupils have completed on average 60 minutes of weekly Maths-Whizz, only 2 are presently predicted not to make expected progress.

It should be noted, however, that it can't immediately be assumed that these patterns would also be true of those pupils presently falling short of 45 or 60 minutes weekly Maths-Whizz - it could be that these same pupils would still fall short of expected progress.

For pupils completing between 30 and 45 minutes, at a glance, expected progress falls to about 50% although here too (perhaps determined by the pupils mathematical ability) there is great variance with some pupils still predicted 2 years progress.

Q3) What % of pupils have completed the requested 60-120 minutes of Maths-Whizz each week?

Using Excel 1 data sets.

Y3 pupils had the highest 60min+ completion rates with 24/61 (39.3%). The school wide average was lower at 69/234 (29.5%). Thus only 3/10 pupils met this expectation up to Nov 22nd - this despite our commitment to complete 30 minutes during school time in ICT maths.

Had this expectation been lowered to 45min+, completion rates would have stood at 134/234 (57.3%).

In 6Y, likely a result of my running the Monday lunchtime Whizz Club, 45min+ completion rates were the highest of all classes at 23/26 (88.5%). Notably even here though, 3 pupils fell short of their commitment.

Q4) How many pupils have spent 90+ minutes each week on Maths-Whizz and what progress have they made?

Using Excel 1 data sets.

Another indication that the lower school have been particularly taken by Maths-Whizz:

Y3 - 5 pupils averaging a predicted 3.9 years progress!

Y4 - 5 pupils averaging a predicted 4.2 years progress!

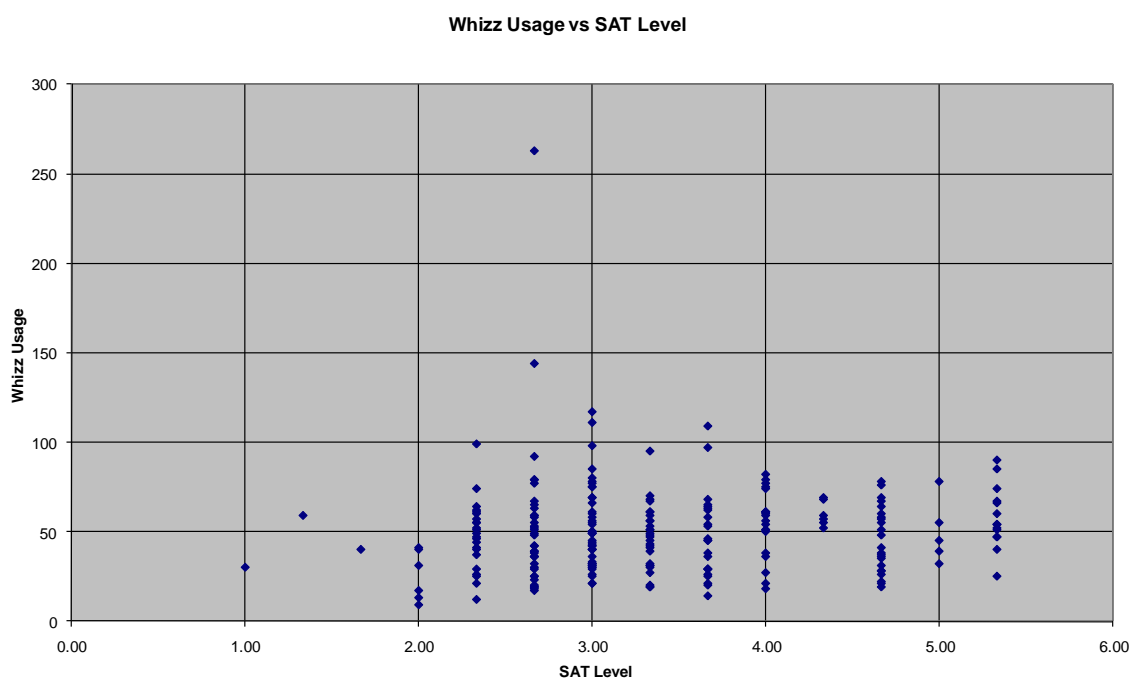
Y5 - 4 pupils over 70 minutes but none over 90.

Y6 - 1 pupil predicted 2.7 years progress.

As already stated, whilst on the face of it these large predicted gains might be a cause for celebration, there must be concerns here about sustainability. Maths-Whizz does allow for 'light bulbs' to be turned off preventing pupils from accessing their accounts but I see housepoints as a first step to changing 'unwanted' pupil behaviour. That said, 90 minutes is still 30 short of the original 60-120 minute expectation!

Q5) Is Maths-Whizz usage related to pupils' ability in maths?

Please view Excel 2, Scattergraph Y3-Y6 Combined.



To make this comparison, pupils' SAT levels were first converted into a numerical equivalent (NSAT) whereby 1c = 1, 1b = 1.33, 1a = 1.66, 2c = 2...5b = 5.66. It was felt that this representation would make a graphed comparison with Maths-Whizz usage more understandable than a standardised score alone.

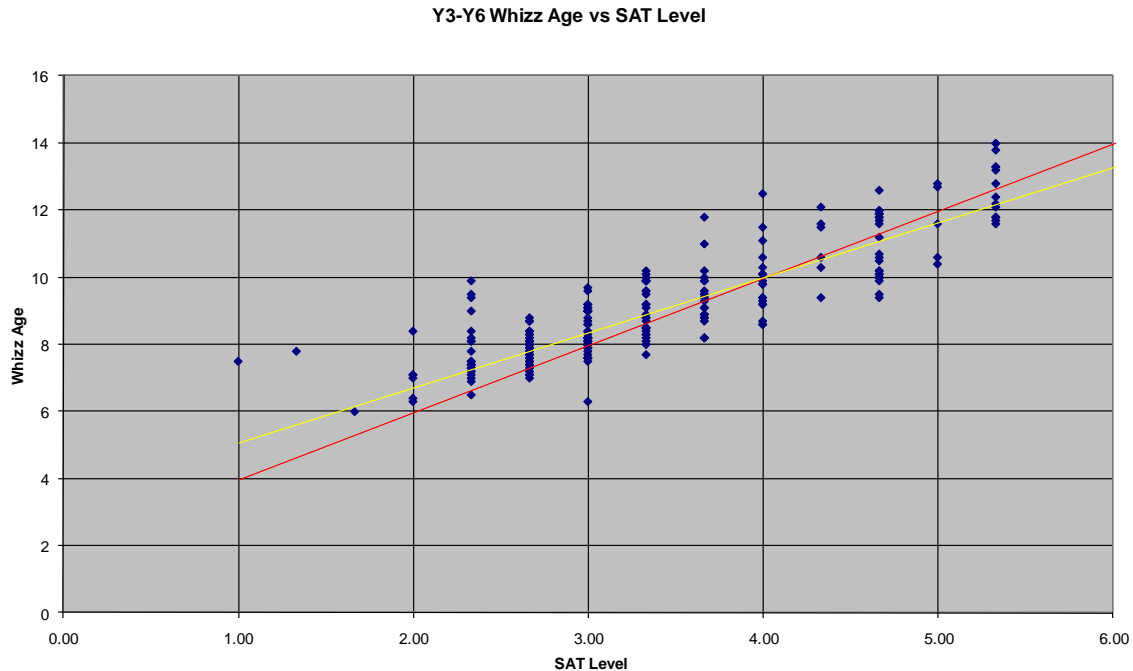
In all four year groups, although notably less so in Y5, weak positive correlations can be seen between Maths-Whizz usage and pupils maths SAT attainment. In simple terms, the most able pupils in maths in each year group have typically completed 10-15 minutes more Maths-Whizz each week than the least able pupils. Of course the correlation doesn't give any answers as to why this might be the case.

It is thought that the intense use of TAMs support particularly in Y5 may account for the

weaker correlation in this year group: the lowest attaining pupils - for the first half term - were given additional 1:1 Maths-Whizz time in school.

Q6) How does Maths-Whizz 'maths age' compare with pupils' SAT levels?

Please view Excel 3, Scattergraph Y3-Y6 Combined.



In all 4 year groups mid-strength positive correlations were found between Maths-Whizz Age and pupils' SAT Levels (NSAT). In short, the higher pupils' autumn SAT level the higher pupils' Maths-Whizz Age. The strength of the correlation indicates the commonality of the two assessments in testing the same thing. That there should be a mid-strength correlation, supports the idea of Maths-Whizz Age as a reliable measurement of maths attainment.

Critically speaking, however, it should be noted that within each SAT sub-level there was found to be as much as +/- 2 years variation in terms of Maths-Whizz Age. EAL, the computer interface, performance on the day, accuracy of SAT levelling, SAT level ceilings and form of questions might all account for these differences.

More typically the range within each SAT sub-level would appear to be closer to +/- 1 year with an even smaller standard deviation. Considering that a SAT sub-level itself encompasses approximately 8 months attainment this again supports Maths-Whizz Age as a measure that can be trusted.

Finally, whilst exploring lines of best fit on the Y3-Y6 scattergraphs it became clear that there was least agreement to a linear relationship at the extremes of the data samples. Simply put, Maths-Whizz Age is more conservative than might be expected when considering a pupils' SAT level at the extremes. For very low SATs levels, Maths-Whizz Age is higher than might be expected and conversely for very high SATs levels Maths-Whizz Age is lower than might be expected (relative to ARE and the 1 sub-level equals 8 months progress rule). This would fit with the idea of SAT tests being less accurate at the extremes, higher levels being more a reflection of potential than actual 'skill assessed' ability. A curious thought - perhaps Maths-Whizz Age is a more accurate measure of actual maths ability?!

CONCLUSION

That Maths-Whizz Age should correlate so strongly with pupil maths SAT levels (assessed at the same time w/b 11/10/10) gives me a lot of confidence in it as a reliable measure of maths attainment. That some of the original Maths-Whizz assessment questions are also found in pupils day-to-day Maths-Whizz tutorials, also gives me confidence that the high levels of progress being reported on Maths-Whizz are real in terms of improving maths skill sets (although certainly this is something we should look to confirm in the summer).

The data indicates that whilst only 3/10 of pupils have met our original target of 60-120 minutes of Maths-Whizz each week, the majority are still predicted to make expected or above expected progress. Indeed, concerns about pupils doing too much Maths-Whizz - in terms of a sustainable program of study through to Y6 - weigh as strongly as those for pupils not doing enough!

The data suggests, albeit after just one half-term, that 45-60 minutes would be a preferred target for weekly Maths-Whizz use. In fact, Maths-Whizz themselves have settled on the following recommendation:

Underachieving Students: 90 minutes

Majority of Students: 45-60 minutes

Gifted & Talented Students: 30 minutes

With a continuing commitment to complete 30 minutes of Maths-Whizz per week in lesson time, this would leave pupils needing to achieve just 15 more minutes (or one home sitting) to reach their weekly housepoint target. With routine Monday morning teacher tracking, 'lowering the bar' in this way should mean **the vast majority of pupils are recorded as**

being successful with Maths-Whizz each week.

To tackle the those pupils with the poorest Maths-Whizz track records, my suggestion is for teachers to use their markbook tracking sheet to nominate 5 pupils in each class who are given no choice to attend one of the two lunch time Whizz Clubs. Whizz Club slips could be created for pupils to have an early lunch and teachers would simply need to check the Whizz Club register to check that nominated pupils had attended.

The over-riding aiming of all of the above has been to assess and improve the use of Maths-Whizz at Park Hill.

**(B) Report in 2009 by Dr. Patti Whetstone
Consultant, Assistant Professor at Western Kentucky University, former State
Director of Special Education, and always a teacher.**

**Results from Math-Whizz:
An Intervention in Classrooms -
Student Usage results in Content Improvement**

Introduction

The purpose of this independent research analysis was to determine whether students who participated in the Math-Whizz instructional program demonstrated an increased achievement level in math skills as measured by the Math-Whizz assessments. A basic premise of this research is whether the utilization of online tutoring and educational software will support the achievement of the mathematics goals as identified through No Child Left Behind (NCLB).

Fall of 2008, 60 elementary (K-5) classroom teachers were brought together as part of grant initiative by Green River Regional Educational Cooperative (GRREC). The Math Alliance grant project utilized a two pronged approach to improve education in Central Kentucky. First, increase teacher knowledge of mathematical concepts and procedures. Not only were teachers provided with content information, but they also received information on the delivery of quality instruction paired with effective evaluation. The second goal of the project was the improvement of student achievement in mathematics. The focus of this report is to share the outcome of the first Math Alliance year and how the utilization of Math-Whizz affected student learning.

Students were provided with opportunities to practice math skills using the web based software designed for one-on-one tutoring. All students were provided with access to the program during the school day. Designed for students aged 5 to 13, Math-Whizz calculates “Math Age” which is an indicator of student achievement in comparison to the program expectations for students at various age levels.

A total of 1006 students in 59 classrooms resulted in an overall improvement of .6 year Math Age. It should be noted that these students utilized the intervention for only 6 months. The publisher’s recommended weekly usage is 90 minutes for students below grade level, 60 minutes for students on grade level and 30 minutes for students identified as Gifted and Talented. The publisher recommends the total minutes per week be delivered over the course of 2-3 sessions.

The classrooms involved in the study realized a greater increase in Math Age scores for those classrooms that spent more time interacting with the tutoring program. The findings validate the publisher's claim that usage of the program yields significant results and also substantiates the grant research that student achievement can be enhanced through the use of student interventions and teacher effectiveness.

Research Methodology

Participants:

Participants were recruited to this grant project based on grant criteria and the willingness and commitment to participate in all components of the three year project. Grant criteria included the following: a) schools not currently participating in other math related initiatives; b) schools willing to make a commitment to the release days for teachers and access to data collection; and c) teachers recommended by building principal identification of teaching staff that demonstrate an eagerness to learn, enthusiasm in the classroom and the ability to work well with other adults in a learning community.

All schools were located in South Central Kentucky and are part of the GRREC service region. Schools and classrooms involved in the project administered several assessments over the course of the grant research. Some assessments for which data was collected were the statewide math scores, GMADE, MAPS, Think Link, teacher made formative assessments as well as qualitative data collected through teacher survey and anecdotal information. For the purposes of this paper, the data collected through the Math-Whizz software will be used to ensure that only data from classrooms that actually utilized the computer based tutoring program determined significance.

The data from all students utilizing the Math-Whizz program were grouped by grade level classroom teacher. Individual student data was not disaggregated for the purposes of this report. Results were reported based on teacher and classroom identifying information. All individual student information was kept confidential.

The Math-Whizz software recorded the number of minutes students used the program and those minutes were calculated as an average weekly minute usage per student, per class. Additionally, student improvement on the mathematical concepts and knowledge was calculated based on Math Age.

Math-Whizz, aligned with state and national math standards, is designed with embedded formative and summative assessments that provide feedback to the individual user as well as to the teacher. This feedback cycle allows the teacher the opportunity to adjust instruction and to provide additional support for students. Students who struggle with a single concept will be provided with multiple practice opportunities until mastery is determined. Likewise, students who demonstrate proficiency at grade level activities will be provided with

mathematical concepts and problems that encourage and challenge student progress and thinking.

In this study, Math-Whizz was used as a universal intervention with all students as a component of the core curriculum. It should be noted that none of the classrooms reported usage that mirrored the publisher’s recommendation. The publisher recommends students who are performing below grade level use Math-Whizz for 90 minutes over 2-3 sessions per week. Students who are at grade level can maintain their skills by using Math-Whizz 60 minutes a week over 2-3 sessions. Students who are above grade level are recommended for 30 minutes a week over 2-3 sessions. Classrooms in this study reported that they used Math-Whizz for 1 to 56 minutes. Despite usage that did not meet the publisher’s recommendations, students demonstrated an improvement in Math Age.

Methodology:

Data was collected on each classroom of students. All students were evaluated for their beginning Math Age level at the initiation of the project and at the conclusion of the first year. The results of individual students were not disaggregated for this report; rather students were grouped by classroom unit for combined comparisons. Math Age was calculated to identify achievement as an effect of the intervention. A correlation between the math improvement and the number of minutes the program was accessed was calculated using tests run through the computer based analysis software, SPSS (Statistical Package for Social Sciences)

The first analysis involved calculating the number of minutes and grouping students based on the usage. The number of minutes per week of Math-Whizz usage ranged from 1 to 56, with an average usage of 21.16 overall. Initial data review and analysis grouped the classes into 4 groups based on the number of minutes per week of Math-Whizz usage as compared with Math Age growth. The following chart illustrates the group identification based on the number of minutes per week of usage, the average number of minutes for the entire group and the average increase in Math Age for the students in each classroom group.

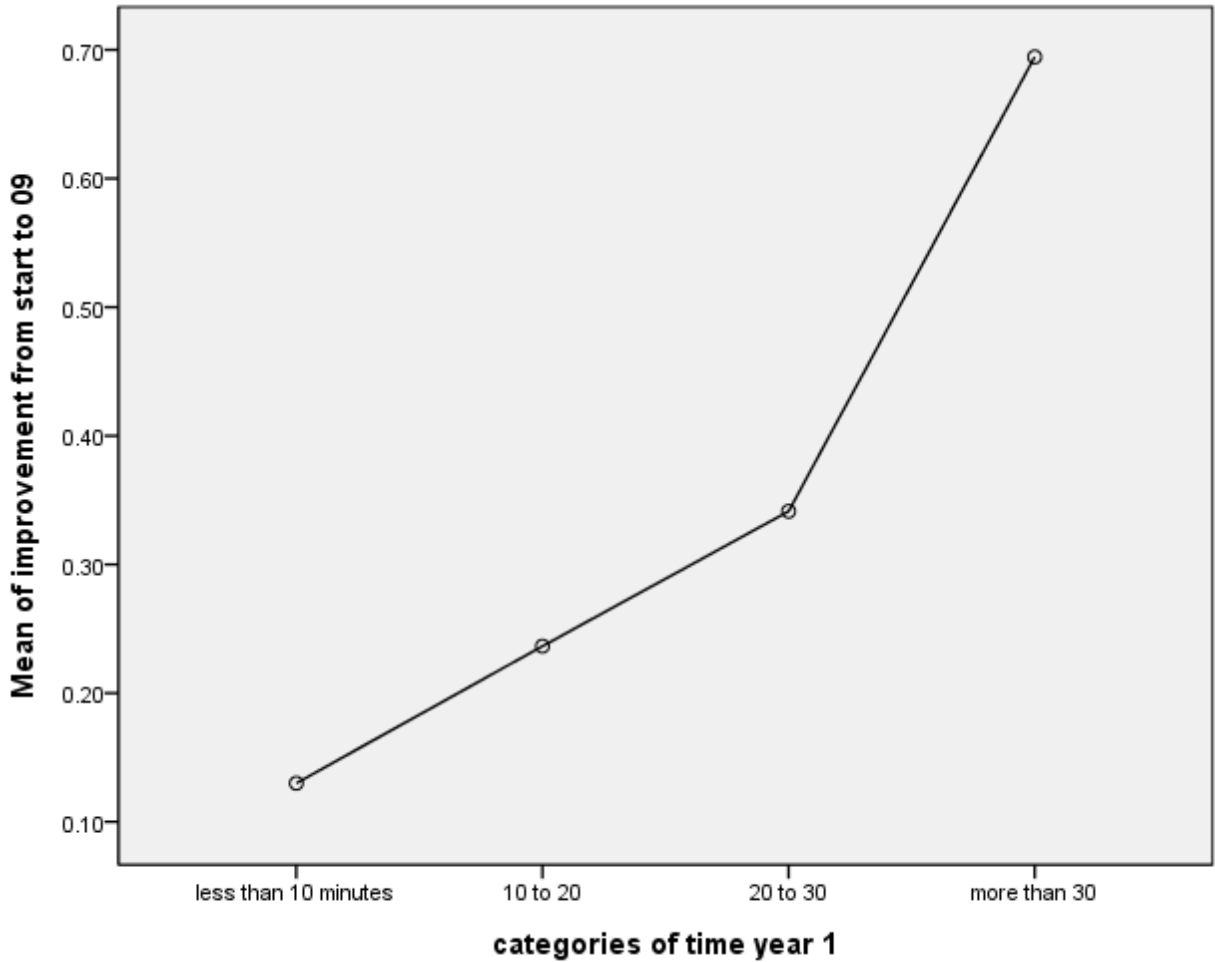
Group Name	Number of minutes per week of usage	Average number of minutes per week for this group	Average increase per group in Math Age
Group 1	< 10 minutes per week	6.75 minutes	.13
Group 2	10-20 minutes per week	15.5 minutes	.24
Group 3	20-30 minutes per week	25.59 minutes	.34
Group 4	> 30 minutes per week	37.5 minutes	.69

Discussion:

Students in Group 1 used the tutoring program the least amount of time and yet netted a Math Age gain of .13. Students in classrooms that used the program for an average of 37.5 minutes (Group 4) compiled a combined increase in Math Age of .69. The above evidence, based on the usage of Math-Whizz with 1006 students, in 59 classrooms lends itself to the conclusion that the more time and involvement, students have with the tutoring program, the greater the benefit. In fact, the students in Group 4 demonstrated the greatest gain but also the greatest usage per week. Yet the gain ratio of times spent versus benefit increases with usage of the tutoring program. Improvement in Math Age is compound, it increases based on the more it is practiced with Math-Whizz.

Analysis of Variance or ANOVA calculates the group means with the introduction of a variable. In this case, the group means are the Math Age scores of the students in each of the 59 classrooms. The variable was the amount of time spent on Math-Whizz. The result is the amount of improvement for students. The outcome of the One Way ANOVA yielded a correlation significance of .004, which demonstrates a positive correlation with a significant relationship, that is, it is clear that the greater number of minutes that students in the Math Alliance grant project spent on Math-Whizz, the greater their academic improvement scores. The following table illustrates the outcome of the two tailed ANOVA analysis indicating the difference of student improvement dependent upon the amount of time students interacted with Math-Whizz.

Mean amount of time on task and improvement for year one



Math-Whizz compounds the learning and retention of mathematical concepts the more it is put into use. Students who use the tutoring program in amounts that more closely align with the publisher recommendations could anticipate substantial gains. Although there may be several variables in any given classroom, further analysis using Tukey and LSD post hoc comparisons indicates that 30 minutes or more of usage of the intervention (Math-Whizz) can be attributed as the difference for students making progress in mathematical concepts and achieving gains in math skill.

Conclusions

1006 students were included in a grant project that proposed to increase the teacher knowledge and pedagogy of mathematics instruction in the elementary (K-5) grades. The ultimate outcome of the grant project was to demonstrate increased student achievement in mathematics. To that end, a variety of interventions were utilized that intended to meet the goals of the project. To measure individual student progress and to provide specific and

targeted intervention on math concepts and skills, the project directors utilized the online computer software Math-Whizz. Data collected on the classrooms of students indicated that students demonstrated improvement in math content and skill when provided with the web based tutoring of Math-Whizz. Further, it is positively correlated at a statistically significant level that students who spent more time engaged with the program demonstrated the greatest improvement.

The implications for student use of this program are evident. Despite the fact that the grant project participants did not follow the publisher recommended usage, gains were made with students. One can only predict the student data that would be reported if all students in the research project had used the program as directed by the publisher.

In the future, it is recommended that classrooms and teachers fully commit to use of the program and students be provided with the opportunity to interact with the tutoring computer program per the publisher's recommendation. Further analysis of the compounding of student gains based on usage will provide valuable guidance for schools seeing to remediate, maintain or extend learning in mathematical concepts.

It is further suggested that additional assessment data be collected and data disaggregated for individual students. It is anticipated that Math-Whizz may prove to be a beneficial component of Tier 1, 2 and 3 in an RtI (Response to Intervention) framework. Further study should focus on the individual student outcomes to determine whether the effect is positive when disaggregated by special education or at risk classification.

About the Author: Dr. Patti Whetstone

Dr. Patti Whetstone is a 30 veteran of education. She has been a general education classroom teacher, special educator, consulting teacher, educational diagnostician and the State Director of Special Education for the State of Wyoming. Dr. Whetstone has conducted research and served on research teams for issues related to standards and assessment. Dr. Whetstone has been on the state leadership team for Positive Behavior Support (PBS) and the implementation of Response to Intervention (RtI) in schools. Dr. Whetstone has presented at various state and national conferences on issues related to education.

Currently, Dr. Whetstone is an Assistant Professor at Western Kentucky University. She teaches undergraduate, graduate and doctoral coursework in behavior management, methodology of teaching, curriculum, assessment and educational leadership. Dr. Whetstone serves on several doctoral committees and university wide committees that focus on quality curriculum, instruction, assessment and leadership among educators.

(C)STUDY BY

TOPPENISH SCHOOL DISTRICT, VALLEY VIEW ELEMENTARY SCHOOL,

Overview

- 375 students - dual language school
- Ethnicity: 90% Hispanic, 7.5% Native, 2.5% White
- Special Programs: 99% Free-and-Reduced Lunch
- 20% Migrant, 65% Transitional Bilingual.

Implementation

- Math-Whizz Teacher Resource implemented in all classes.
- 100 online licenses implemented with 21st Century funding for “Breakfast Club” and 24-7 access.
- Scheduled lab time for all classes for Math-Whizz.

Results

- 4th grade made a 50% increase in scores over two years.
- 3rd grade has the largest gain from year 2 to year 3.
- The overall average percentage of students meeting standards in grades 3-5 increased from 22.83% to 32.76% respectively from year 2 to year 3.

Grade	Percentage of Students Meeting Standard on the Math WASL		
	2005-06	2006-07	2007-08
3 rd	n/a	18.3%	34.6%
4 th	20.4%	22.9%	30.4%
5 th	n/a	27.3%	33.3%
Total	n/a	22.8%	32.8%

(D)Positive Impact of Maths-Whizz Tutoring Plus to The Mead School and their students

Background

The Mead School is an independent elementary school near Tunbridge Wells in the UK. Their student profile is that of middle/affluent income and range from preschool to grade 6.

The Independent School Inspectorate conducts a thorough audit of each independent school every 6 years and produces a report on that school, covering all provisions of the school including quality of education.

In its previous ISI report in 2001 the school had received a very positive report with the exception of reservations regarding its maths provision for students.

Implementation

As a result, with the 2007 ISI inspection looming, the Mead School implemented the following in December 2006, six months ahead of the inspection:

1. Maths-Whizz Tutoring Plus for each of its 152 students in K to grade 6, providing them 1-to-1 tuition over the internet for use at school and at home.
2. Maths-Whizz Teachers' Resource site license for use in school use in whole class lessons.
3. Initial onsite half day training to all class teachers and maths coordinator

Result

The 2007 ISI inspection reported a significantly improvement in maths within the Mead school.

Extract from the The Mead School ISI Report 2007

“Pupils develop competent skills in ICT which they use to good effect, especially in a commercial mathematics package designed for them to work independently and at their own rate.”

For full report use link below:

<http://www.isinspect.org.uk/report/0717.htm>

Testimonial from the School

“We have been delighted with the impact Maths-Whizz has had on the children’s mathematical learning, understanding and application. We were inspected in May and the inspectors were most impressed with the scheme and amazed to see all the children so confidently accessing the programme. As a school we are thrilled with the positive impact Maths-Whizz has had on our continuing drive to raise mathematical standards.” – Angela Cully, Head of Mead School, Tunbridge Wells

Since then

The school continues to use both Maths-Whizz Tutoring Plus for each of its students between F to year 6, and Maths-Whizz Teachers’ Resource, and are now in their fourth year of usage. Maths-Whizz is embedded in the school delivery with sessions conducted in the computer suite, as well as an after-school “Maths-Whizz Club”. Students are also encouraged to continue usage at their own pace at home.

Appendix C -What other schools and teachers say

“Maths-Whizz® has proven to be a reliable source of material which excites and captivates the attention of all our children, improving levels of confidence and understanding.”

Arthur Bray, GEMS Hampshire School
(16/6/2011)

“Maths-Whizz provides an exciting and effective resource with a home and school version. At the heart of Maths-Whizz is individual assessment and feedback so that learning is re-enforced and progressed according to the needs of the individual child. Breadth, depth, individualised fun learning – a winning combination.”

Professor Pat Preedy, Executive Principal GEMs Sherfield School
(15/6/2011)

“We'll certainly be advocating for the quality of the product and the great customer service we've received. Our students and teachers like using Math-Whizz and it has made a terrific difference in our math intervention options. “

Principal, New Midway Elementary, Kentucky
(27/5/2011)

“As a principal, I see Math-Whizz as an incredible tool for meeting student’s academic needs because it teaches students exactly what *they* need. I am so impressed with how engaging and useful Math-Whizz is that I have my own sons using it at home! Both the students at my school and my own boys are greatly improving their skills and they love using Math-Whizz and doing math!”

Principal, Cedarhurst Elementary, Washington State
(5/5/11)

“For the most part, they really enjoy it. For trends, it has been that the younger students (3rd grade) are most excited about it still, after the months of use, than the older students (5th).

We have seen growth in Math Age. Most teachers liked the reports and ability to monitor progress and provide feedback to students. As an administrator, I really appreciate being able to specify the date range for data (it means I can do it sporadically instead of being tied to doing it every Tuesday at 3:00).”

Teacher, Southern Heights Elementary, Washington State
(5/5/11)

“Students enjoyed using the program. They knew that it was helping them individually grow. Students that were more dedicated showed more growth. I like how the program is specific to each students needs.”

Teacher, Chinook Middle School, Washington State
(5/5/11)

"We believe that activating Maths-Whizz for our students has been a success. The feedback we receive from students, teachers, administrators and Parents has been positive, and we can see the difference in results since students started using Maths-Whizz. I would like to thank you so much for your cooperation with the Islamic Educational College."

Abed Kader Abunaser, Maths Supervisor, Islamic Educational College, Amman Jordan
(20/4/2011)

"Maths-Whizz is one of the best online tools that helps students improve their mathematics skills in interesting ways by using interactive and multimedia programs that works on improving their abilities in both English and Math. I think that one of its best benefits that it is on the internet so students can study in anytime from anywhere without having to be in the classroom to Study math."

Ms. Shada Al-Khateeb , IT supervisor, Al – Omareyah Schools, Amman Jordan
(18/4/2011)

"Students who used Maths-Whizz showed a significant improvement in their mathematics skills. This has been demonstrated through better class participation and homework solving abilities; which in turn reflected on better grades. Further, they have mastered various English mathematical terminologies given that their mother tongue is Arabic. Also, this program has assisted tutors in delivering their lessons to students in an engaging manner, and expressed eagerness to deliver any lessons in the future through this website."

Akhnoukh Keddiss - Head of Mathematics Department, Al Asriyya Schools Amman - Jordan
(6/4/2011)

"The students are excited. Today will be the 2nd day of tutoring and as I walk around campus, students stop to ask me—Math-Whizz is today, right. => Nice to see students excited about math."

Teacher, Kaumana Elementary, Hawaii
(31/3/2011)

"Thanks a million. Our students just love this math program."

D. Van Winden, Richland School District, Washington State
(14/2/2011)

"Maths-Whizz allows students to use mathematical terms in English and to use mathematics connected to life through the examples used in the interactive media. Students enjoy using the interactive media solution and learn mathematics through interesting methods. Students are encouraged to continue to perform interactive exercises because the visual orientation will help them to reach a solution if they are unable to reach one."

Ms. Ghadeer Al-Katib , Modern System Schools Amman – Jordan
(14/10/2010)

"As subject leader in ICT I would like to say how much our staff revel in using this software and they don't even know many of its features yet! We often use an exercise as a

starter/plenary and the worksheets are great for class or homework use. The company are so helpful when you ring them too..."

Danny, Wolfson Hillel Primary School, Enfield
(16/9/2010)

"Maths-Whizz has invigorated our pupils and changed the way they view and learn mathematics. It has enabled children of all ages and abilities to succeed in maths. The programme has been exceptionally valuable for those with Special Educational Needs. By measuring improvement, all pupils have the opportunity to grow in confidence. Most importantly, we have witnessed a significant improvement in pupils' overall maths abilities. Maths-Whizz has been a valuable tool for maths teachers at Seven Mills."

Anthony, Seven Mills School, London
(30/6/2010)

"As a teacher, I love being able to send the children personalized messages to their accounts, to comment on how long they have been using it or how they are doing. I also love the teachers' resources available for our interactive white boards, as they are great for lesson starters. The reporting tool is very useful to inform planning and to assess children's understanding of a topic. The graphics and lessons are fun and aesthetically pleasing to the children and adults alike! The children love using Maths-Whizz and we have even set it up as an after school activity. This is especially good for children who are worried that it might be difficult to do, because it gets them started and shows them that there is nothing to worry about. The children love competing for points with each other and buying the virtual pets and toys from the Whizz shop with their credits. As the school's mathematics Coordinator, I fully believe in the benefits of using Maths-Whizz. The results speak for themselves. We have had children making up to two years development in the two terms they have been using the program."

Laura Tutty, Maths Co-Ordinator, Royal Dubai School
(30/6/2010)

"We have had a great deal of very positive feedback from everybody who has been involved with Maths-Whizz at our school. The parents and teachers have commented on the improvements that have been made and how effective Maths-Whizz is at targeting the exact needs of the students. The students have loved the challenges and how they can earn credits. A great product - highly recommended."

Stephen Jenks, Wellington International School, Dubai
(30/6/2010)

"Maths-whizz is a huge hit amongst the children. They absolutely love it!"

Teacher, Tiverton Primary School
(14/11/2009)

"We have been delighted with the impact **Maths-Whizz®** has had on the children's mathematical learning, understanding and application. We were inspected in May and the inspectors were most impressed with the scheme and amazed to see all the children so confidently accessing the programme. As a school we are thrilled with the positive impact **Maths-Whizz** has had on our continuing drive to raise mathematical standards."

Angela Cully, Head Teacher, Mead School, Tunbridge Wells
(23/02/2009)

"We have used **Maths-Whizz** with Yrs 4-6. Within these year groups we have a huge range of ability, with several of our children working within NC Level One, and some of our more able children working at NC Level Five.

We have been delighted that the children's response has been overwhelmingly positive. It has succeeded in motivating some children who are experiencing real difficulty with Maths, as well as stretching some of our more able children.

Access to the teacher data has proved extremely useful and informative, and we see huge possibilities for using **Maths-Whizz** both in school, and at home."

Becky Dolby- Molson, Dawn Davies, Helen Coombs, teachers.
Dove Bank Primary School
(18/09/2008)

"I am a retired college lecturer and taught maths and science to engineering students. It's main attribute is the way in which young children are taught maths in such a way they do not realise their progress."

Sandra Bertram,
(18/09/2008)

"**Maths-Whizz®** has proven to be a reliable source of material which excites and captivates the attention of all our children, improving levels of confidence and understanding."

Christine Barron, Mosstodloch Primary School
(26/08/2008)

"All excellent. No problems at all. Clear icons, clear instructions, children took to it immediately. One of the best programmes for maths I have seen in recent years."

Mrs Claire Robinson,
Saint Thomas More R.C. Primary School
(20/07/2008)

"Tutoring for schools makes homework fun! Our parents are having to limit the time children are logged on to it! We have had 100% positive feedback, parents are happy, children are enjoying learning and we are providing personalised learning and strengthening home/school links."

Margaret Taylor, Headteacher,
High Hesket CE Primary School
(09/07/2008)

"[**Maths-Whizz® Tutoring** gives] confidence growth without the children actually knowing; they were learning as they participated. I personally think it's fab!! Anything that

gets my own son who, incidentally, is one of our class pupils, to play Maths rather than Star Wars must be good."

**Philippa Ramage, Gwinear Community Primary School
(15/07/2008)**

"We spent a significant portion of our budget on the full range of **Maths-Whizz®** products and it has already proved to be excellent value."

**Mrs. Parker, Maidenhall Junior School, Luton
(2008)**

"We have mixed ability classes and **Maths-Whizz®** is used a lot. All the teachers really do like it, and they find the whole system very easy to use."

**Mr. Hills,
Fairlight Primary School
(2008)**

"We are so pleased with **Maths-Whizz®**, its brilliant. A real treat for the students AND teachers! The kids love the movement and colours. Many [of your] competitors feature still pictures, but the kids love the fact that it is animated - it really keeps their attention. It is very easy for the children to navigate and use. It is easy to access the material for different year groups - it all sits on the server so anyone can access the material for any year group. More talented children can use a higher year group, and those that are struggling - a lower one. The covers are clearly labelled making it very easy to find what you are looking for. The fact that it's interactive (from a teacher's planning point of view) means that it consolidates the children's learning. The interactivity of it is excellent, to actually do maths concepts using the whiteboard is... superb."

**Jill Green, Cherrywood Community Primary School
(2008)**

"The impact of **Maths-Whizz®** on my resource students, K-5 was more than I had hoped for. During one school year, several students were able to be exited from an IEP for mathematics because they were able to demonstrate grade level standard after using **Maths-Whizz®** while several other students were able to pass the grade level WASL in maths. There are several contributing factors for this. **Maths-Whizz®** presents mathematical concepts, through animations, that capture and maintain students attention, allowing a brief teaching, then guided practice and then review of each concept. My students were able to verbalize strategies, practice computation and become proficient in applying mathematical concepts.

As far as I am concerned, all resource special ed students could only use **Maths-Whizz®** and learn what they need to learn! It is a fabulous program. Thank you for developing it."

**Teresa Belles, Everett School District, WA, USA
(2008)**

"**Maths-Whizz®** is one of the most revolutionary maths software programs I have ever encountered. It has transformed not only students' ability to do mathematics but the excitement with which the students engage with the mathematics is extraordinary. I would highly recommend this program to any school district or parent without hesitation."

Maryann Stine, Curriculum Director, Everett School District, WA, USA
(2008)

"We have been using **Maths-Whizz®** for over a year and it has added an extra dimension to our maths program in our district; as a supplement in the classroom and as individual maths interventions in maths club before and after school... students enjoy getting extra assistance in maths."

Carmen Gonzales, Toppenish School District
(2008)

"**Maths-Whizz®** features very clear demonstrations and engaging animations. The students receive useful feedback when they get the wrong answer. They are able to practise and consolidate their understanding. It is motivational."

Jonathan Hadley, Highfields Primary School
(2008)

"The different learning styles of students is addressed and catered for by audio, visual and kinesthetic techniques. Teachers can plan lessons differently, to incorporate the use of MWTR and ICT. ICT was previously not used as frequently as it is now."

Susan Robinson, Thelwall Community Junior School
(2006)

What U.S. home schoolers are saying
From <http://www.homeschoolbuyersco-op.org>

“ Math-Whizz has brought back the love of math into our home!!! It offers great content to engage my son. The addition of credits to use towards games or items to fill their room are fabulous motivators.

As a parent, I love the ability to track my son's development and to receive weekly updates on my son's progress. I also have the ability to see where he has problems and replay tests he has done with his responses included.

Math-Whizz says their software is to be used to compliment a regular curriculum but I use it as the core and then use supplementary resources to help my son in his problem areas. This has worked well for us and he continues to ask to work on Math-Whizz whenever he gets a chance. He is consistently progressing each week.

I have recommended it to many families and they have the same response - my kids LOVE it!”

Mellany F.

“ Our son is in second grade and doing good in math. We were looking for a math program that will allow him to work independently and also to give us some control over his progress. I loved that it starts with an assessment test. After my son completed the initial assessment, the tutoring is customized for his level. Beside the educational part, the program has a game/ kids friendly presentation that it makes it even more appealing for him. Another advantage of it is the interaction with the parents. The program sends email to the parent about the child progress and also suggestions to make the learning more effective. Definitely a good tool!”

C. Ardelean

“ We have been using Math-Whizz for 4 months now. My son (8) loves it and I love it because it challenges him and pushes him. He loves saying he is averaging math as a 10 year old, because the progression chart shows where his skills are currently. He loves making the bar graph go up in age. Also, since he used his credits to purchase a turtle for his "room", he wants to go on everyday to get credits for food to feed him. We will continue using it and were very happy for the cost to benefit ratio thanks to Homeschool Buyers Co-op.”

Aimee S.

“ Our children - Kindergarten, Grade 2 and Grade 4, have responded really well to the Math-Whizz program. They love competing for points with their friends who are also on the program and are highly motivated to keep feeding their hamsters that they have earned with all their hard work. I would highly recommend this product.”

T.B.

“ My son loves using Math-Whizz. We use it as a supplement to his regular math program. He prefers using it over his usual math workbook. The reporting program is wonderful. It easily allows me to see my son's progress as well as provides me with printable reports for his portfolio. It's wonderful and fun tool for helping my son to improve his math skills. I love how it offers multiple ways for my son to see how a math problem can be completed.

My son's mental math skills have improved tremendously since using this program.”

Christy S.

“ My 10 year old son LOVES math-whizz and so do I. He stays motivated because he earns "money" that he uses to "buy" animals and food for his virtual bedroom. The lessons are interesting and interactive. I rarely need to step in and help. The one thing we weren't prepared for is the metric system. That took some getting use to; however, the math concepts are the same regardless of the unit of measure. We will continue to use this in our home school!”

Sharon Page

“ My kids love Math-Whizz. They'll play on the weekend too! Math-Whizz is giving my struggling 7th grader confidence and it's the only online program that he really likes.

I have three children currently using Math-Whizz and they enjoy challenging each other.”

Homeschooling6

“ We have tried a number of different math programs including book-based, CD and online programs. Math-Whizz is my daughter's favorite and the one has improved her math understanding the most. The program teaches her a concept, allows her to practice as many times as needed, then tests her understanding of the concept. She is further motivated by the opportunities to challenge other students worldwide, earn points to spend in the "pet store" and the engaging animations. She no longer hates math and looks forward to using the program.”

Kimberly M.

“ Fabulous product!

My daughter and I were having some difficulty getting through math lessons. I decided it might be a good idea to find a program for her to use on-line, so that she could argue with the imaginary character teaching the lessons, instead of arguing with me. Ha ha ha!

Math-Whizz has been wonderful. She used the program as her primary source of lessons for a week, or so. She enjoyed it very much and improved her math skills greatly (1st grade addition and subtraction). After that week, we were able to get back to working together, since the tension with math had subsided.

We continued to use the program as a supplement to our regular math curriculum. She still loves it, and it provides me with a solid learning experience for her, when I am otherwise occupied or needing some assistance.”

Taryn H.

“ Math-Whizz has been fabulous for my 5 year old son! He is a very visual learner, so Math-Whizz fits perfectly to his learning style! I love that the program tailors to his exact needs and level and progresses from there. The handy reports that they give me allow me to see how much he has progressed, what he's learning and how far he's come! I can't say enough great things about Math-Whizz!!”

Gabby (Work of Childhood)

“ We are so happy to have purchased Math-Whizz and so grateful that Homeschool Buyers Co-op introduced it to us. My daughter with special needs struggles with math and dreads having to do math. Now that we have Math-Whizz, she really enjoys doing math. We purchased it in late October and she tested in at 8 years old and by Christmas she has already moved ahead to 8.5 years old. That is amazing progress! The animations are cute and create high-interest. The lessons are nice and short. There is no punishment for getting an answer wrong, the program just offers an additional help and a second try. If she doesn't pass a lesson, the program brings it back to her at a later date. She also gets to earn credits to "purchase" things at the store for her online bedroom. She has a pet fish right now that she loves and has to feed every day. Cannot say enough good about Math-Whizz, has been a great addition to our homeschool program.”

Kay D.

“ Math has been somewhat of a nemesis in our household. While both my boys are good at math, they really balk during our traditional math lessons. So much so they both have said they "hate math", and they "aren't good at math." What a heartbreaking thing to hear! I've spent hundreds of dollars trying multiple math programs with hopes of improving my kids opinions of math. I finally stumbled upon Math-Whizz last month. What a fantastic program! My boys now jump at the opportunity to work on math. They are now confident in math thanks to this program. My boys have said they always want to use this program! Now as a bonus this math program implements a lot of Singapore type math instruction! I'm just thrilled with our experience. I also find this format to be especially beneficial for my son with Aspergers Syndrome. He loves the visual aspect of this.. and the fact it plays more like a game than a math lesson. I will continue to use Math-Whizz for as long as I can! I only wish they made a version for older students.”

Jackie P

“ Math-Whizz is WONDERFUL! My daughter looks forward to doing it every day. The entertaining animation not only does an incredible job of teaching the concept but, keeps my daughter engaged and causes her to want to keep going so she can see some more. It is, by far, the best math program we've tried and we've tried them all!”

Gladys Stefany

“ Our 6 year old son has very poor focus typically in math and was diagnosed with autism. Through diet and supplementation he is very high functioning and his focus has noticeably improved but is still poor in math. When teaching him one on one through conventional methods, it is hard to hold a deep enough focus for him to retain math facts/concepts. He is quite resistant to flash card drills, etc.

I have really put this program through its paces because it WORKS with him. He LOVES Math-Whizz and will replay his favorite lessons voluntarily. He also willingly replays lessons that I think he needs extra practice with before testing. I can see which concepts he grasps and which he does not. I do a little 10-15 minute lesson [with Math-U-See manipulatives] that is specific to whatever concepts he needs extra help with [according to how he does on Math-Whizz lessons]. Because of his learning challenges, I often have him use manipulatives

in conjunction with his Math-Whizz lessons and oversee his lessons to make sure he is grasping the content. He completes his tests independently without my input and they are SHORT enough to allow for this. He is becoming more focused and independent with the lessons as well.

The bottom line is that it isn't a struggle to get him to do it and he is progressing at an impressive pace in his math age/skills. We have used it for TWO MONTHS and he has progressed HALF A YEAR in his OVERALL 'math age'. The progress reports are WONDERFUL and very encouraging. He has used the program an average of 130 mins per week. I would be hard pressed to get him to do this much math while teaching him ONLY conventionally one on one and neither of us would be enjoying it.

I am a seasoned home school mother, having schooled three girls through high school. All three of them have graduated from prestigious colleges with honors. We have a fourth daughter who is now a senior in high school. I remember second guessing myself when our older children were young, wondering if I was hitting all the bases with math, giving them the foundation that they needed. As an inexperienced home school mom of normal, focused children, a program like this would really have set my mind at ease. However, with our son I have come to consider Math-Whizz as an ESSENTIAL to our success. Right now he is sitting beside me, asking for a second session on Math-Whizz for the day. I highly recommend this program.”

Rebecca M.

“ My son has thoroughly enjoyed using Math-Whizz. It has added a whole new dimension to the learning process of math. He no longer sees math as a dreaded necessity. We are very glad we tried it.”

Kelly Hawley

“ Math-Whizz is awesome. My 7 year old son actually ask to "play it" . This program allows him to work at his own pace and explains things in such a simplicitic way that he rarely has to ask me for help. I wish there was a language arts program like this.”

Wanda Harris

“ We've been very happy with Math-Whizz. I have a 6 and 10 year old who are ahead in math. The youngest likes the graphics and is willing to work on things that we'd argue about - like units of measurement - on Math-Whizz because of the cute graphics and because she can earn points for the Whizz shop. The oldest child likes it because it reinforces concepts, like basic multiplication and division, in a fun way. She likes "being a kid" with it and earning her prizes, too. We only use it as a supplemental program for both. It gives me a break each day because it engages them and I don't need to help while they are working on the program. I will continue to use it.”

LMom

“ My son loves to do his Math-Whizz. He gives me no problems when he has to go do his Whizz.”

R Hardt

“ Math-Whizz has made my math-reluctant daughter excited about math again! It is not a struggle to get her to do it, because she enjoys it so much! The "rewards" keep her motivated. I like the way I can track her progress as well!”

Tricia M.

“ Have had the program for just a month and my son loves it. He has already improved and is nearly to his grade level. Great supplement to any math program.”

V. Kinderknecht

“ My children are loving math-whizz! My 10 year old has great fun challenging other kids, seeing if he can get gold medals in all of his lessons and earning points for the fun "prizes" he can earn. He loves spending time on Math-Whizz, and I couldn't be happier that he is learning and having fun at the same time! My 8 year old, who has struggled in math, has already gained confidence in her simple addition. She has made a lot of progress in utilizing some different strategies in her addition and I see it in her math work outside of math-whizz. YEA!! Thanks for a terrific product!”

Susan D.

“ Wow! I started out buying two subscriptions and now I have five! My kids LOVE Math-Whizz! Never has math been so much fun! They are spending so much time on math that their skills are improving quickly. Two of my children have serious attention/distraction issues. But since we started Math-Whizz we have no more wasted time due to doodling, daydreaming, distraction, procrastination... Every minute of their math time is productive. My kids and I all love watching their progress in the detailed charts created by the program and seeing their math age rise steadily. It is so worth every penny!”

Karen Scimeca

“ Math-Whizz has been so fun for my kids. We all love how they take an assessment test and then work from there. They get soo excited about seeing their age level move up. I have already told many others about it.”

Denise

“ My son has always thought he is bad at math. It turns out, he just learns math a different way than is usually taught. We love that this program is adaptable. After teaching a topic, it tests. If he doesn't answer correctly, it will teach the material again IN A Different Way, and it does this multiple times until the child understands. My years of searching for new ways to teach him math are over thanks to Math-Whizz.”

Jennifer H

“ I bought Math-Whizz because it had something for both of us. My son likes to play computer games with points and prizes. I like being able to check his progress.

I couldn't get him off the website last night! If you have a child like mine, you won't be sorry you bought it.”

Doris Walent

“ I give this one a GOLD MEDAL! Finally, my DD8 loves math as much as her other subjects! After disappointing results with multiple other math programs, we have met

with success this time. The Math-Whizz program is so much fun, my girl keeps calling me back to the computer to look at (and listen to) the animated characters--Haha--You gotta love the aliens' PA system! As DD sees herself progress, she calls out that her quiz results are, "AWESOME!" and her virtual bedroom is filling up with pets and other reminders of her achievement. A big plus is that the program allows her to repeat exercises until she can earn gold medals on each of them. The only problem I'm having is that I have to stop her from using it so much so she doesn't get burned out; I never thought that would happen! I had to call customer service once and they were responsive and polite, not to mention helpful. The parent information pages are excellent, as I can track her "maths age" easily and watch it shoot up! WE LOVE MATH-WHIZZ! 8-)"

Academama

“ My 9 year old daughter has often said that math is hard and that she hates it. She has been using Math-Whizz for about a month now and although she does not love math, she is enjoying using Math-Whizz. I have told her that she needs to log on for just 10 minutes a day. There have been days when I haven't seen her for over an hour and when I go in to check on her, the reason for her absence is that she is engrossed in playing the math games.

I have noticed that when she does her regular pencil and paper math lessons, she seems to be having an easier time and doesn't seem so lost and frustrated.

For these reasons, I think Math-Whizz is a great program.”

Marla L.

“ My kids now look forward to their math lessons. Math-Whizz makes it fun for them, and they are learning so much. I have a feeling we will be doing this every year.”

Mrs. C Parker

“ My 10 year old is enjoying Math-Whizz. I like that it keeps track of the amount of time works on it each day. The program keeps him interested.”

S. Prince

“ My children and I love this program! Math-Whizz does a marvelous job of improving their math skills while making it fun at the same time. I have never seen any program like it. My three youngest sons, who normally hate math, will spend over an hour a day doing it so that they can earn points to buy items in the Math-Whizz store. Many times, I have to insist they exit the program so that we can complete our other subjects. Thank you for this ingenious program!!!!”

Lee F.

“ I am currently using Math-Whizz with my second grade child. In short, he LOVES it and actually ASKS to have time on Math-Whizz.

In the 6 weeks he has been using the program he is making nice gains and is still motivated to use it. With other programs he would only enjoy using them for a short period of time before he no longer had an interest.

Math-Whizz, does a wonderful job of motivating the kids to keep working even when they are learning new, harder concepts. MONEY WELL SPENT!"

angela T.

“ I would like to say that I am posting this testimonial on my own. This program has been a dream come true! I am a die hard skeptic by nature, so I had my son try the free trial. He loved it! He has had issues with math for so long and to actually see him get excited about learning is great. If you child is having issues with math, try the free trial. It doesn't cost a penny and it could make the difference!”

Kris D.

“ Math-Whizz reminds me of www.aleks.com, but is a lot more fun. My son loves it, which is a first for math. We plan to use it to supplement a traditional pre-algebra course with textbook (K12 using Dolciani Mathematics Structure and Method Course 1).

The plan is to use Math-Whizz as enrichment and review in order to find and fill any holes in my son's math background, as we've used a number of resources and nothing seems to line up (EPGY, Aleks, Destination Math (through CTY), traditional textbooks, and Life of Fred).”

PRL

What parents say

"I think that Math-Whizz is absolutely awesome and Isaiah has really enjoyed it. It has helped him continue his learning outside of the classroom and practice the concepts he has learned in the classroom as well. I think the thing I like the most about Math-Whizz is that Isaiah is asking to use the program because it is fun for him and he is learning at the same time. It is exciting for me as a parent to have a child excited about a program he can play and learn from and would rather do it over video games or television."

A. Andrews
(8/5/11)

"My Daughter has progressed in just one week from a Maths Age of 9.86 to 10! Her actual age is 9.88, and we just moved to the UK from the US; I searched online for a tool to keep her busy while we were locating a school for her, and I have to say that Maths-Whizz was exactly what I was looking for, and has surpassed my requirements already! Now, if only I could find a similar tool to assist her with English grammar and spelling!"

Tony
(15/4/11)

"Thought I needed to tell you that we've just been to my child's parents evening. He is in Year 8 and we found Maths-Whizz in early December after being warned that he was not performing as well in Maths as the school believed he could do. Once he had started using Maths-Whizz we realised that his knowledge needed consolidating. Anyway here we are about 3 months down the line and the teacher tells me he is doing fine now. I think is pretty outstanding so all I can say is thanks and thanks some more for creating such a great product that really works".

Allison
(21/3/2011)

"Just to let you know that in October test results showed he was below the national average in maths. His teacher called me in on Friday to say that he has been re-tested and is now exactly where he should be for his age. She is amazed at his sudden increase in maths confidence. I am delighted with Maths-Whizz."

Nicola
(14/3/2011)

"Thank you so much for helping us join Maths-Whizz. My child's already enjoying it! The site looks really great. It's so colourful and personal to the child. I'm sure she's going to thrive in her maths studies from now on. My daughter's confidence in maths has blossomed in such a short time of using Maths-Whizz, she's now really enjoying the subject. Thank you again for making this possible"

Liz
(11/2/2011)

"Thank you so much for contacting me about Imogen's low usage. I was only talking to Imogen's teacher about it yesterday! It has taken most of the past year to get some interest

going with Imogen but she suddenly seems to want to do Maths-Whizz herself rather than me have to nag her to do it!! Thanks again and I will work on this with Imogen"

Janet

(1/2/2011)

"One thing I have noticed is how the lessons now seems to be getting easier. Obviously they are not, but the confidence has grown so much, and the lessons appear to be 'similar' so the mindset from the child is 'I can do this' rather than 'I can't'. This has been amazing to watch. I have been recording the order of lessons and Maths Ages and also seen how the subjects follow logically. My child hated the pencil and paper subjects with a passion, but now his attitude has changed and he is enthusiastic because 'it's so easy!' He also hated the rapid recalls but is now accepting the challenge to get 100%. It is really a pleasure to watch a child enjoy learning about maths."

Heather

(23/1/2011)

"My child worked through Maths-Whizz whilst I was out and when I came home he told me he'd got it all wrong. Before I picked up this email, we had revisited the test via the parent link and my child reworked them all and got them correct, so I would like to say thanks to you for two reasons. If it had been school work, I would never have known there was a problem and also for giving my child the confidence to tell me that he had a problem"

Alison

(21/1/2011)

"We have been using Math-Whizz since late October and have really fallen in love with the program! I have a child with special needs and her math skills have been really growing since she started using it. I think the animations somehow help her retain the information and they at least help keep her interest."

K.D.

(14/12/10)

"As a parent I really enjoy doing these challenges with my daughter. It keeps me up to date with what she needs help in instead of working with things she already knows."

Parent

(12/12/2010)

"My daughter started using Maths-Whizz recently, and absolutely loves it. No longer do we have the moans and groans when the word "maths" is mentioned. She has come along in leaps and bounds, and just loves the fun lessons, the challenges and the chance to earn credits. I come from a financial background and I think Maths-Whizz is simply brilliant at enabling my daughter to learn without even knowing it. It enables her to learn at her own speed and she is growing in confidence daily. And not only are the lessons great fun, the back up support from Maths-Whizz support is first class. I never fail to recommend this to any parents. Just superb!"

Shirley

(29/11/2010)

"We LOVE your product. Anna is a five year old Russian girl who has just started her schooling in UK and Maths-Whizz not only improves her math skills but also helps her a lot in learning English! Good luck with your wonderful job."

Ulyana
(22/11/2010)

"Math-Whizz is awesome. My 7 year old son actually ask to "play it". This program allows him to work at his own pace and explains things in such a simplistic way that he rarely has to ask me for help. I wish there was a language arts program like this"

Wanda (US Parent)
(16/10/2010)

"My son has thoroughly enjoyed using Math-Whizz. It has added a whole new dimension to the learning process of math. He no longer sees math as a dreaded necessity. We are very glad we tried it"

Kelly (US Parent)
(16/10/2010)

"Maths-Whizz has assisted to increase my sons confidence and skills and I am sure that it has attributed to his excellent SAT's results and him now being in the top set of Maths at his Secondary school. I believe the completion of exercises on-line has also made it easier for my son to adapt to using the on-line system the secondary school use to complete homework."

Amanda
(6/10/2010)

"The teacher is fabulous and has already stepped up my son's work and is at last 'fulfilling his true potential'. This is definitely on the back of all he has learnt through Maths-Whizz, and I have recommended it to several people."

Sonia
(16/9/2010)

"Maths-Whizz is an excellent product, can't recommend it enough. Our first year's subscription expires in September, and we shall definitely be signing for another year. I just wish my daughter was taught maths using your system in school!"

Sharon
(13/8/2010)

"As a home educator, Maths-Whizz has been a godsend to me, no preparation or planning lessons, just straight in and doing maths each day. The lessons being tailored to the individual is wonderful as I have 2 children, one ahead of their age and one behind. They have both improved significantly and enjoy buying pets for their bedrooms."

Lianne
(11/8/2010)

"Unlike other maths games online, Maths-Whizz varies the exercises constantly and actually adjusts the levels of the lessons it sets to the ability of your child. This is a great feature as they get to cover a much wider area of the curriculum than perhaps they would via self

choice. The exercises are fun and eye catching and the ability to earn credits in order to buy virtual pets is a great way to encourage extra maths practise!"

Alexa

(4/8/2010)

"My 10yr old loves Maths-Whizz and will go on the site without being prompted. I'm only too happy to recommend the site to schools, parents and colleagues. Keep up the good work."

Parent

(2/8/2010)

"Despite being a secondary teacher, I dreaded doing extra maths with my daughter who is in reception! She had very little stamina and became upset when she didn't understand a concept immediately. Although I knew she needed extra help, I was frightened I would put her off maths if I pushed too hard. Since subscribing to Maths-Whizz, both her ability and confidence have grown. She regularly does twenty minutes of online tutorials and actually enjoys doing written work with me to support these!"

Diane Moore

(2/8/2010)

"My son, who is 12 and has special needs and is home educated, has been using Maths-Whizz for some months now. Maths-Whizz has been a real breakthrough for a child with special needs who has for six years struggled (despite full time 1:1 learning support) in mainstream school, always feeling 'left behind'. He quickly learned to avoid even attempting to understand the work rather than demonstrate to others and (more importantly) to himself the true magnitude of his difficulties."

T. Brand (UK home educator)

(2/8/2010)

"I think it is a great website and really helps Joshua to understand the mathematical concepts needed to excel in this subject. It is done in a very child friendly way that encourages them to do more and enjoy the challenge. The fact that Maths-Whizz shows where the child goes wrong and how to correct it is invaluable. I would also recommend this to home schoolers."

Gael

(2/8/2010)

"I like Math-Whizz for the fact I get to see how the children are supposed to learn to do math. This is nothing like how I was taught. As the children don't get math books to bring home, it's hard for a parent to keep up"

Yancy Jones

(2/8/2010)

"My daughter is really enjoying it and especially likes the fun visuals and sounds"

Emma Ricketts B.Ed (hons) Primary Education, (Teacher, mum and Childminder)

(2/8/2010)

"My son does not think it is real work since he is on a computer and has significantly improved his SATs KS1 prediction."

Emma May

(13/5/2010)

"My daughter Elizabeth has been using Whizz for 3 months and has just been moved up to the Year one class (she is in reception) for maths...the teacher has said she is really 'maths smart'. Thanks very much!"

Melanie Bridge

(10/5/2010)

"I coughed up to use it to supplement our programme, but very quickly it became obvious that it was of a quality that lent itself beyond supplementation and it became the core of our maths curriculum. It acts as the spine if you like, upon which all other activities hang off as a response to a visible need for further practice or additional concept teaching/checking. Technology cannot compensate for a lack of imaginative, compassionate, principled and effective teaching. The people who created this site get that, they have put the teaching in pole position and made the technology serve it, rather than the other way around."

Sarah Fonto, Home Educator

(16/2/2010)

"We think it is a great programme and my daughters really enjoy it."

Philippa Spits

(16/7/2009)

"I am writing to say how pleased I am with Maths-Whizz so far. Both my boys are motivated and are enjoying the lessons. Well done on creating such stimulating and instructive lessons."

UK Parent

(10/7/2009)

"If Maths-Whizz was available in his school I think they would have been able to see how good it was as each child can effectively go at their own pace and the online tutor is set up for each child's level. This would benefit children of all abilities and help to support "below and above average" UK Maths primary children."

Dr Jones, Aberdeenshire

(1/7/2009)

"She loves Maths-Whizz and plays almost everyday. She has lagged behind in maths but Maths-Whizz strikes the right balance for her. She loves creating her own environment, her own little space in the e-world, caring for her plants, shopping, buying toys, decorating her bedroom etc. She also likes competing with her class mates."

Janet Echols

(13/6/2009)

"He loves it and I hope he doesn't lose his enthusiasm. I'm sure he won't. I think it is a great way of learning. So, thanks from a pleased mum."

Karen Cope

(19/5/2009)

"I think Maths-Whizz is fantastic. I work in it myself and have been unimpressed by all the "educational" CDs that purport to teach children, but are little more than silly games in disguise. Maths-Whizz however is the genuine thing. The paced lessons really do try to teach and then test the child, while the credit system and rewards and games are a stroke of genius."

Gia Luc
(1/5/2009)

"Can I mention I am delighted the progress both my children have made since using **Maths-Whizz®** in December. They are both much more confident and love trying the exercises as they find them stimulating and amusing."

David Gordon
(13/03/2009)

"I am impressed at the service and we love **Maths-Whizz®**"

Kate Phillips
(06/03/2009)

"My son Connor who is 5 has been using the product for a number of months and in that time his Maths skills have developed considerably, but more importantly he views the subject as fun and a game. It has also developed his IT skills and incidentally his Reading skills. Maths-Whizz is a great product and has certainly helped my son, it shows us a way forward for Educating all of our Children."

Paul Malone, Southampton
(18/02/2009)

"Kieran has missed being able to do this at home and he had just managed to get onto the leaderboard for his school and stay on there. This was really motivating him to do some each night."

Jane Jeffs
(06/02/2009)

"Whizz is now working well and both my children are loving the program; my eldest has even learnt how to divide by 10 and 100!!!! A great success in the McLean household."

Kimberly McLean
(02/01/2009)

"Thanks for signing the kids up to Maths-Whizz, they absolutely love it!! I struggled to get Jamie off it tonight to eat his tea. Olivia really enjoyed using it yesterday too."

Eva
(19/12/2008)

"She is absolutely loving the Whizz! I can't get her off it - do you have one for English?"

Amy Dixon
(14/12/2008)

"WE LIKE **MATHS-WHIZZ** BECAUSE IT IS FUN TO USE AND BECAUSE YOU CAN SEE THE PROGRESS BEING MADE. THE CUSTOMER SERVICE IS GOOD TOO."

Alison Ashbrook
(20/11/2008)

"It has really helped. Her teacher said that she has exceeded all her expectations in maths and that she is actually good at it. Her previous report was that she was really struggling and needed extra help!"

Sally Davidson
(14/11/2008)

"[Service] always prompt and has been such a fantastic learning tool and confidence builder for my son over the last 2-3 years. Thank you."

Karen MacDonald-Brown
(12/11/2008)

"Overall, a very good service."

Vivian Gray
(12/11/2008)

"Very good."

Kristin Harrison
(28/10/2008)

"My daughter loved the interactive nature of the activities, the graphics/sound and the store. Overall, I love the fact that students are assessed first and then activities are provided based on that assessment."

Parent UK
(18/10/2008)

"It is a wonderful tool for kids."

Cindy Sannes
(12/10/2008)

"The service was very nice. It addressed just the right questions for my child."

Annette Dhaenens
(05/10/2008)

"Very age appropriate and fantastic incentive for resistant students."

Alex Shaw
(05/10/2008)

"Thought the program was great. Like to be able to monitor my child and really helped her out."

Renee Loucks
(18/09/2008)

"Great program and the kids like it."

Bruce Whittle
(20/11/2008)

"My son really enjoyed the program and uses it in school."

Maria Wilson
(14/09/2008)

"Great fun for my son. A good way to help with maths."

Samantha Carson
(03/09/2008)

"We have a subscription for our son at the moment who struggles with maths. We have used it for both children for totally different reasons, and it seems to be working for both."

Janette Dixon
(28/08/2008)

"It has been fantastic for my son, also for me knowing what level he is at and what he needs help on."

Margaret Galligan
(21/08/2008)

"I was really impressed with the whole set up and layout of the site, and the quality of the animations and exercises. It's great."

Geraldine McNeish
(20/08/2008)

"Whizz puts him in charge of his progress and removes the feelings of failure if he needs to repeat a lesson. We're very pleased that Whizz has been extended to the beginning of KS3 and are hoping that you'll get to GCSE level in time for him to benefit."

Wendy
(30/07/2008)

"I think the service has been excellent and has helped my son develop some confidence."

Graeme Whyte
(15/07/2008)

"Both my children are doing really well with your programme - the results are great and even more reassuring I can see exactly where they are now and where they are in relation to their peers back home and can see real measurable improvements. After a year of making little progress I cannot tell you how this makes me feel."

Rebecca Barker
(17/06/2008)

"Maths-Whizz has been a great tool. My daughter really enjoyed it as it was very colourful, active not just a set of numbers."

Alison Pearson
(06/06/2008)

"She was motivated by the shop and the pets and found the features of the bedroom a lot of fun. I thought the activities complimented what our children are learning and the tasks were challenging but had a lot of support with directions and visuals. The parent features are great and the visual graph of progress is a quick way to check on your child. Thank you for the opportunity to use the program."

Kelly
(25/05/2008)

"Our daughter is much more confident with numbers."

Michael Reynolds
(19/05/2008)

"It was excellent, easy for parents to use and attractive for the student. We liked most of the animations as they are fun but not too patronising to an intelligent child."

Caroline Hurren
(30/04/2008)

"Very Good."

Jack Swaysland
(28/04/2008)

"It is good they can buy small things from the shop and Ben loved the bedroom idea and being able to change the design of his room."

Parent UK
(19/04/2008)

"I will wholeheartedly be recommending this to my customers as an excellent way for any child to expand their knowledge and understanding, while having a lot of fun, gaining confidence and all for a very reasonable price."

Rachel Dawson
(20/03/2008)

"I am sure you get many complimentary letters but I just wanted to let you know the change in my son's attitude to maths has been truly remarkable with your program. After one day on the program, maths has changed from his most frustrating subject to his "favourite" subject. Long may it last! Many thanks."

Parent UK
(07/03/2008)

"Excellent - we have seen an improvement in our daughters understanding of maths and she has more confidence in school."

Deborah Wilkins
(03/2008)

"The service was first class! Whenever I had any queries or concerns and emailed Maths-Whizz I ALWAYS received a reply with very full and helpful advice. I also got the impression that emails to Maths-Whizz were taken on board and the company made excellent improvements to respond to customer feedback. My son has enjoyed Maths-Whizz

- okay sometimes he moaned a little about having to do it but when he went on he did actually manage to do about an hour without any grumbles and although he probably doesn't realise it - he has improved immensely."

Lindsey
(02/2008)

"A very impressive and useful service. My son really benefited from using it regularly. It built up his confidence in all areas, especially mental maths and rapid recall."

Sumeet
(02/2008)

"We have been very pleased with Maths-Whizz."

Kathryn Moyse
(02/2008)

"It was most useful to gain an idea of a maths age which boosted my daughter's low confidence in mathematics."

Fiona Windles
(02/2008)

"I'm very happy to have found Maths-Whizz; it takes some pressure off me to make sure he doesn't get bored with maths, when he actually loves it. My main concern for him was that he might lose interest in subjects before they get round to teaching him things that are stimulating enough, but now I'm comfortable that we'll be okay for another year, with Maths-Whizz in our toolkit."

Eunice Chen
(25/02/2008)

"He has been moved out of the 'slow' group for maths and is now back with the average ones in his class since using the website, so I am grateful for that. He was also having 1:1 tuition from a neighbour, who is a primary head teacher, and we have been able to discontinue this since he has been using your site, much to the relief of my pocket!"

Justin
(23/02/2008)

"I'd just like to say that my daughter's really enjoying the site and doing the lessons and from my point of view, it seems like every angle has been covered. I'm more than impressed. Thank you."

Liz
(13/02/2008)

"It was really helpful and useful, especially in the run-up to my daughter's 7+ test."

Rosalind
(02/2008)

"We are really excited about using Maths-Whizz --- and expect to learn all our Maths from it. :+} Thanks for having a great website."

Indrani Tomasi
(02/2008)

"Eleanor is really enjoying the maths, it's helped her to feel much more confident - finding it works best for us if she does it most a.m.'s before school, that way she's fresh and up for a challenge!"

Mrs Guerin
(02/2008)

"In under a year of using **Maths-Whizz®**, Christian's maths ability has moved from being below to ahead of his actual age. We are delighted!"

Tracy Abbott
(2008)

"I have noticed my daughter's confidence and speed in calculating problems has definitely grown. Less expensive than a tutor, too!"

Caroline Taylor
(2008)

"Both my daughter and son are enjoying using **Maths-Whizz®**. They are desperately trying to earn credits to buy a virtual pet!"

Maria Nestorides
(2008)

"Since joining **Maths-Whizz®**, my daughter has found so much more confidence in maths and we are delighted with her progress."

Sadie Robertson
(2008)

"I really appreciate **Maths-Whizz®**. Thanks for a great online educational resource."

Scott
(2008)

"I can see exactly where my children are now and where they are in relation to their peers and can see real measurable improvements."

Rebecca Baker
(2008)

"I was so glad to have found you on the net. It has been a great help...thankyou."

Lesley Randall
(02/2008)

"Jamillah really enjoys the program, she has improved in her mental maths results and confidence."

Paulette
(02/2008)

"Great Fun."
Caroline Keenan
(02/2008)

"A very useful service that I have recommended to friends."
Samantha Richmond
(02/2008)

"My grandchildren have enjoyed the activities immensely. The way that each new concept is adapted to the progress of each child is excellent.....made excellent progress. More importantly, he enjoys maths and has gained that self esteem, which is so important to learning. This also applies to the younger one who is now at the top of her class in maths. Both enjoy the extra bonuses such as the decorating of the room and the reward system. The enormous range of activities is so much fun that I am sure that the system would benefit all schools."

Jennifer
(02/2008)

"My daughter is really enjoying the tasks and collecting credits! I look forward to seeing her confidence and ability increase with addition and subtraction which have always been a struggle."

David Krill
(02/2008)

"A fun layout, that really helps the child reach goals."

Wendy Kendall
(01/2008)

"We are delighted to report that Maths-Whizz helped her at a very anxious time when she had just failed the 11-plus. It built her confidence and enabled her to see that she was in fact very good at some areas of maths. Thank you for a brilliant rescue job! She won her appeal to the grammar school and was offered a place there."

Joanna
(01/2008)

"I am so impressed at the customer service offered with Whizz Education and am very happy with the online tuition and the impact it has had on my daughter's grasp of maths. I have been recommending it to all and sundry. Well worth the money!!"

Parent UK
(01/2008)

"The format is fantastic... enough to get any child interested in Maths. It is lovely to be able to directly monitor progress. I never had to nag him to do it. He thought of it as a game, but was learning all the time. Thank you."

Gina Kirk
(01/2008)

"I think Maths-Whizz is great. I have three boys, and when the other two are a little older I'd like them all to use it."

Karen Earle
(01/2008)

"The progress Daniel has made is tremendous. He has progressed by at least 12 months and he is far more enthusiastic and confident in maths."

Jackie High
(2007)

"We have loved Maths-Whizz and the whole concept of rewards and the bedroom was fantastic."

Faye
(12/2007)

"Luca loves it - I had to drag him away from it at times! We have had more success with it than traditional Maths activity books and Luca has been able to do a lot of it on his own, which is a bonus for me! I have seen results in terms of general ability and also in terms of enthusiasm for the subject. I am thoroughly impressed with Maths-Whizz and have been recommending it to friends. My 3 year old daughter wants to do it too."

Lucy
(11/2007)

"I really appreciate Maths-Whizz. My son is in year 3 in primary school, and his teacher recently advanced him by two maths group levels (from bottom to second from the top). This is all due to his use of Maths-Whizz at home for the past five months! Thanks for a great online educational resource."

Robert
(11/2007)

"My son has only been with Maths-Whizz for a few months and he has already moved up two maths groups and is beginning to believe that he can do this numeracy thing after all. I am obviously delighted."

Jackie
(2007)

"We are amazed by Daniel's progress since he started on Maths-Whizz. The customer service is excellent from everyone I have spoken to."

Nicola
(2007)

"Fiona's maths ability has improved by 2 months for every month she used Maths-Whizz and she loves it!"

Jenny
(2007)

"Our daughter got her Maths exam results today and scored 93%. Maths-Whizz is working given a couple of years ago Maths was not a subject Amelia particularly liked or could cope with."

Paul
(2007)

"I personally think its fab! Anything that gets my son to play maths rather than Star Wars must be good."

Philippa Ramage
(2007)

What students say:

“Maths-Whizz is the best because they have changes everytime and they give players pets and Maths-Whizz is very good”

SANJONA Hossain, age 6 (UK student)

“I love Math-Whizz [.: makes me smarter”

Briana Ryan, age 10 (USA)

“I think that Math-Whizz is awesome”

Chris Reed, age 12 (USA)

“I love this!!” (USA)

Rachel Douglass (USA)

“omg...i just got a snake, and its so cool. I had to do like 20 lessons a day for a week to get it but it was worth it!”

Gavin Sledge, 11 (USA)

“The best is challenges because it really makes me improve on my maths and challenge my brain”

Olivia Powell, age 11 (UK school)

“I am always trying very hard to get a hamster.”

Orlando Mace, age 7 (Dubai School)

“I really like doing the lessons however i am not very interested in the shop because i dont think i need to have much in my house really. But I really like the challenges and games - very enjoyable.”

Anne-Marie Heed, age 11(UK school)

“I LIKE USEING MATHS-WHIZZ, AND OF COURSE I AM IMPROVING MY MATHS SKILLS.”

ATHULLYA Roy, age 10 (UK school)

“I love this website. I’m so glad! I’m so smart and better in math.”

Aliyah Yarber, age 8 (US school)

“I really think that the bedroom is an excellent feature as it enables us to have a space in Maths-Whizz to play games, buy pets and access our lessons from the computer! I also think that it is great that we can decorate our virtual space too!!!”

Alannah Lewis age 11 (UK school)

“Maths-Whizz has helped me so much I was in the bottom group at school but ever since I’ve starte Maths-Whizz I’m in the top group!”

Sabrina, age 10

"Maths-Whizz has really helped me. I have got much higher marks in tests. Just thanks for a great online tutor!!!!"

Ashleigh house, age 10

"I LOVE MATH-WHIZZ now Im not struggling with math Go Math-Whizz Love: Heidi Narvaez ♥♥♥♥♥♥☺"

Heidi Narvaez, age 9 (UK)

"I love Maths-Whizz"

Eva Ritchie, age 10 (UK school)

"Whizz world rocks"

Sarah Richardson, age 10 (UK student)

"I wish I had a Hamster."

Emerald Esperas (US school)

"Math-Whizz is the best program I have ever used!!!!!!"

Seth Bagby, age 10 (US school)

"I enjoy Maths-Whizz very much and am on it almost every night. I'm hooked!!!!!!!!!! :D"

CELINE George, age 10 (UK school)

"Math-Whizz has helped my math skills so muck. Thanks a million!!!!!!!!!!!!!!"

Morgan, age 11 (US school)

"It is good fun and not boring."

Grace, age 11 (UK school)

"It helps you learn and have fun at the same time."

Michelle, age 11 (UK school)

"Maths-Whizz has helped me. It is more fun than doing Maths with the big whiteboard. The tokens and Whizz Shop are good fun too."

Anya, age 10 (UK school)

"It is a fun way of helping you get better at Maths."

Imogen, age 11 (UK school)

"It helps me with my Maths, and it is good fun."

Morgan, age 11 (UK school)

"It helps you learn in an easy way."

Becky-Jo, age 11 (UK school)

"It makes learning fast".
Leonie, age 11 (UK school)

"I like the activities."
Marcus, age 9 (UK School)

"I like the fractions and games."
Courtney, age 9 (UK school)

"I like to spend the credits in the shop."
Adam age 9 (UK school)

"It teaches me more and I like it and it is good fun"
Sebastian

"I like Maths-Whizz because it is fun"
Kiya

"Math-Whizz can help you get better at math and learn a lot more skills and tech knowledge . It can help you when you get in to higer grades in middle school and high school"
Jennifer

"Me and my little sister both have Math-Whizz and we love Math-Whizz."
Ayana Jones

"math is fun now"
James Blair

"I like to play so that i can get a BUNCH of credits and that i want to reach my goal and get everthing you can buy.... Right now I dont have so much, but already i have bought all the toys so im going to work on plants then pets because plants are not as much but there not as cheap the pets are like 800 credits :(but if I reach my goal i will be happy as can be :D"
Matheryn Forsyth

"I like Math-Whizz because of the pets toys plants and credits. So far, I have 2104 credits and i will not buy anything until i have 100,000 credits. I love Math-Whizz!"
Ayana Jones

"Its cool fun has good activitys and it makes my maths better"
Sebastian Brown

"In Math-Whizz you can have toys pets and cool chairs and monitors also you can change the color of your room and the playroom, and the math in math-whizz is better than the math in school and another reason I like Math-Whizz is the games console"

Ayana Jones