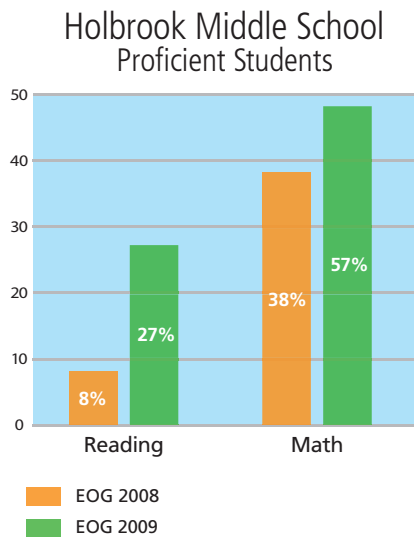


# Holbrook Middle School, Gaston County School District, NC



“Our data shows that Classworks is growing our students but the confidence it builds in each child is what has impressed me.”

– Chad Carper, Principal  
Holbrook Middle School

## AFTER SCHOOL INTERVENTION FOR TARGETED STUDENT GROUP YIELDS RESULTS

**Challenge:** For middle schools, finding the time and space to provide individualized instruction for struggling students can be the greatest challenge, and this is the case at Holbrook Middle School. Knowing that extending the school day would mean maintaining the motivation of a group of students who have the least enthusiasm for school, educators decided to implement an after school program for the second semester in an effort to move these students toward success.

### Goals:

- Start an After School Tutoring Program and develop enthusiasm so students will voluntarily attend
- Show demonstrable growth on End of Grade (EOG) tests for students with adequate time-on-task in Classworks through the After School Tutoring Program
- Increase targeted students’ achievement levels—moving level 1 and 2 students toward level 3 proficiency

**Action Plan:** In November of 2008, Holbrook Middle School identified students who were struggling in the classroom and at risk of failing the EOG tests in language arts or math. After identifying 88 students, the Classworks After School Tutoring Program was organized, and the targeted students were encouraged to participate consistently—the program began in February 2009.

Students were assigned individualized instruction on targeted skills, identified by benchmarking. Students worked through these skills, starting in lower level content, and worked at their own pace until they were on grade level. Progress was monitored and instruction was reviewed and re-assigned if needed. At the end of the spring semester, 70 students had shown a commitment to the program and exhibited adequate time-on-task in Classworks on reading, math or both.

### Results:

- 81% of students in the program with adequate Classworks time-on-task showed growth on their EOG scores
- Students improved their achievement levels—in reading, the number of Level 1 students dropped from 23 to 13, and in math, the number of Level 1 students dropped from 6 to 1
- Proficiency rates soared by 19% in both subjects