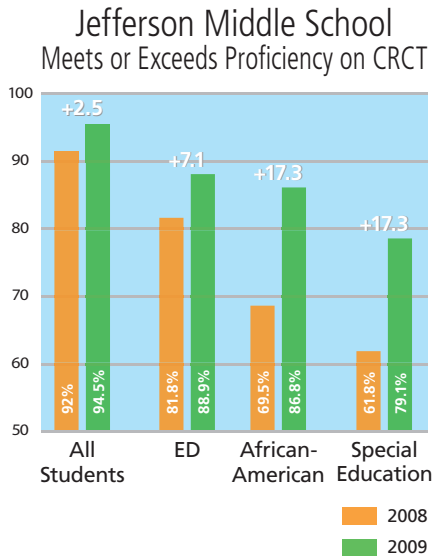


Jefferson Middle School, Jefferson City Schools School District, GA

STRUGGLING TARGET GROUPS SEE BIG IMPROVEMENTS IN PROFICIENCY USING CLASSWORKS



“The use of Classworks has been an effective approach to providing differentiated learning opportunities for all students.”

— Donna McMullan, Assistant Superintendent
Jefferson City Schools

Challenge: Jefferson is a small town in Georgia about an hour north of Atlanta with a growing number of unemployed workers in a troubled economic climate. Because of this, Jefferson Middle School has seen a steady rise in the number of Economically Disadvantaged students at their school. So, despite having a history of high performing students, the more recent increases in Economically Disadvantaged students at Jefferson Middle School has pushed overall performance levels down. The school staff knew this was a problem that had to be addressed, so they implemented Classworks in the hope it would produce significant results.

Goals:

- Increase the percentage of students who are proficient in Math
- Increase overall performance for Economically Disadvantaged, African-American and Special Education students

Action Plan: Based on teacher recommendation and past Criterion-Referenced Competency Test (CRCT) performance, Jefferson Middle School identified approximately 200 ‘bubble students’ who needed additional help on the CRCT. Two teachers led the remediation program, which provided additional Classworks instruction 2-3 times a week. Using the school’s curriculum mapping, they set out with a two-fold focus. The first priority was to allow students to preview concepts prior to learning them in the classroom, while the second was to give individualized instruction to improve CRCT deficiencies.

Results:

- Even with a high percentage of students meeting or exceeding proficiency in Math, the school as a whole still improved by 2.5%
- Economically Disadvantaged, African-American and Special Education subgroups who attended the coaching classes performed well, boosting performance for all three of those subgroups
- African-American and Special Education students saw a dramatic increase in performance — 17.3%!