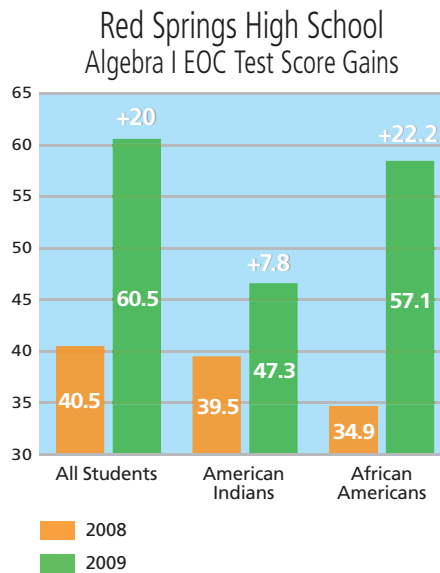


Red Springs High School, Robeson County School District, NC

PREVIOUSLY LOW PERFORMING SCHOOL SEES DOUBLE DIGIT GAINS ON END OF COURSE TESTS



“When you can determine in a matter of minutes where each student is academically, individualize instruction, and when students are fully engaged in their learning — good things happen.”

— Dan Ryberg, Principal
Red Springs High School

Challenge: Red Springs High School is located in an economically disadvantaged area in North Carolina and has a very high population of African-American and American Indian students. After being placed on North Carolina’s Low Performing High Schools List, the staff was challenged to develop a program that would engage their struggling students and prevent them from dropping out of school.

Goals:

- Implement technology to raise scores on End-of-Course (EOC) tests in English I, Algebra I and Geometry
- Remove the school from the Low Performing High Schools List
- Close the achievement gap in minority subpopulations

Action Plan: Red Springs fully integrated Classworks into their Freshman Academy program. With block scheduling, students were able to spend 45 minutes of each class in the classroom and 45 minutes in Classworks. Teachers introduced concepts by using Classworks for whole-class instruction, then they reinforced those concepts during lab time. For incoming students, the school used the Classworks Benchmark Assessment to prescribe Individual Learning Paths (ILPs) to each student. Additionally, the school also began using Classworks in the after school program.

Results:

- Double-digit gains were made on the EOC in all three areas — English I, Algebra I and Geometry
- Both the African American and Native American groups made significant gains in all three areas, sometimes outperforming schoolwide results
- Schoolwide graduation rates have soared from 49.8% to 69.7%
- Red Springs is now a School of Progress and no longer on the list of Low Performing Schools