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Clark County School District

# **End-of-Year Progress Report**

June 5, 2012

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## Background

Clark County School District (CCSD) purchased the Classworks comprehensive solution in June 2011, which includes both Instruction and an Assessment Suite, for 42 of the SLD/SEC classrooms across the district.

1. **Instruction:** Classworks instructional software has the depth to support all K-10 students exactly where they are ready to learn. Classworks includes 10,000+ activities with over 6,000 hours of Math, English/Language Arts, and Science instruction. Classworks is fully aligned to both the Nevada State Standards and the Common Core State Standards.
2. **Assessment Suite:** Classworks provides a comprehensive Assessment Suite. Classworks delivers a unique advantage by using these assessments to automatically drive instruction. These include vertically scaled Universal Screeners and Benchmark Assessments, formative assessments in every unit, Curriculum-Based Measurement probes for progress monitoring, Learning Styles Assessment, Placement Test, Skills Snapshot: Mastery Measurement, and a tool to create Custom Assessments.

*"Classworks technology has had a significant and positive impact on achievement in all subject areas and across all academic levels of my students. Classworks has also allowed my students to work at their own pace, encourages them to take initiative, and helps them learn independently."*

*- Jerry Sorenson, Robert Taylor Elementary School*

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## About the Classworks Universal Screener

Classworks Universal Screeners measure readiness for instruction, diagnose strand-level areas of weakness, identify baseline learning levels, and measure growth.

CCSD is using this assessment primarily with students that have already been identified for Special Education. However, it was also used for some early intervention students and as identification for Tier II intervention.

### Reliability

Test reliability refers to the test score consistency and accuracy. Reliability values range from 0 to 1.00, with higher values indicating higher reliability. Using the data collected from the multi-state field test, the average reliability for the Universal Screeners from grades K through high school was found to be:

- Mathematics - .88
- Reading - .90

These high internal consistency measures indicate that the Universal Screeners are able to provide a reliable measure of student performance in reading and mathematics.

### Classification Analyses

In addition to the reliability and validity of the measures, the Universal Screeners were also evaluated with regard to the accuracy of classifying students as at-risk in comparison to an independent measure. Classworks Universal Screeners also ranked high in accuracy to identify at-risk students:

- Mathematics - 93%
- Reading - 97%

### Validity

The Classworks Universal Screeners were specifically designed for the purpose of screening students who may need additional intervention. The items and tests have been field-tested and evaluated using Item Response Theory to ensure that the items and tests are performing as expected. The rigorous processes followed for item and test development provide support for the content validity of the Universal Screeners.

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## CCSD Implementation Plan for 2011-12

CCSD began implementing Classworks in fall, 2011. The schools are utilizing both the Classworks Assessments and Classworks Instruction. The primary implementation was for 42 SLD and SEC classrooms in the district, approximately 2,000 students.

Training began in August 2011 and continued on-site and with on-going coaching and mentoring throughout the year.

There were three distinct testing windows, and then recommendations for instructional time for all classrooms. The program was well received, and was utilized in a variety of ways throughout the district.

The SLD classrooms had the easiest ramp-up, as the data will show. For the 2012-2013 school year there will be additional focus on the SEC classrooms and discussions with principals in the school wide implementations. CCSD has many programs in place and it is important the Classworks team takes the time to understand the focus of each school and customize program use to meet the needs of the students on every campus.

*"Using the Classworks program is simple, engaging, and an effective way to teach my students grade-level content. I have seen a change in my students over the time we have been using this program. I see improvements in overall class work, and I have seen growth in their scores on the school district's assessments."*

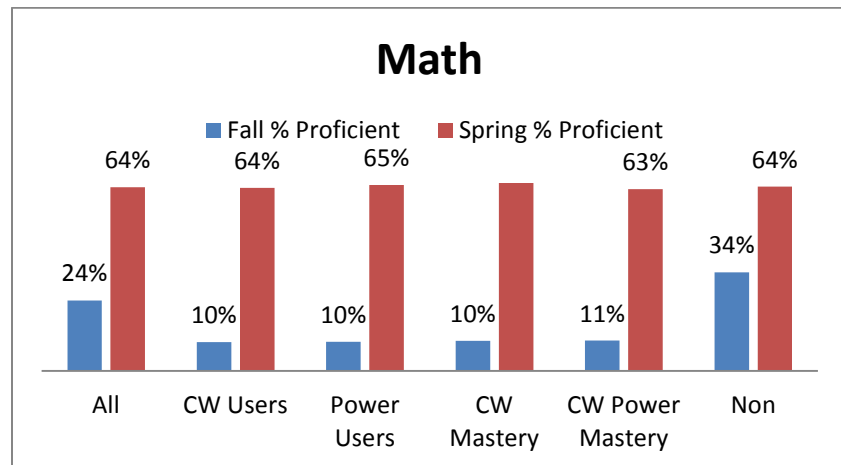
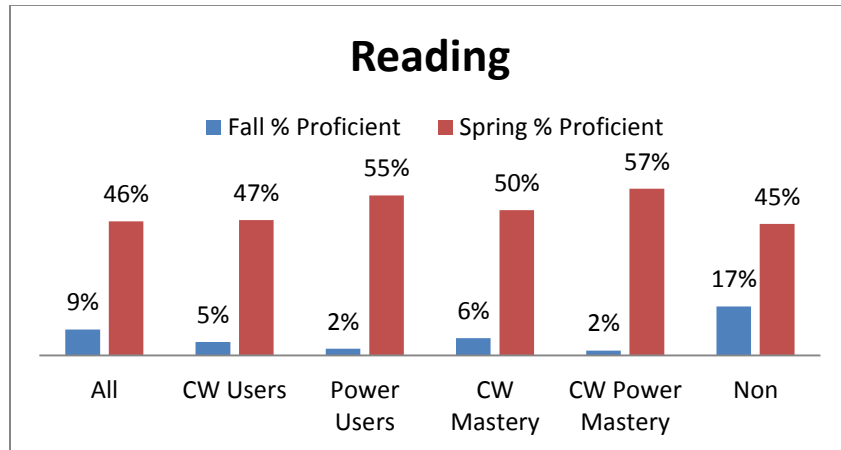
*- Chelsea Virostko, Hal Smith Elementary School*

## CCSD District - Overall Findings 2011-2012

Classworks was used to help improve student performance, individualize instruction, and to differentiate the learning experiences for each student. The Universal Screener was used to measure progress in the fall, winter, and spring.

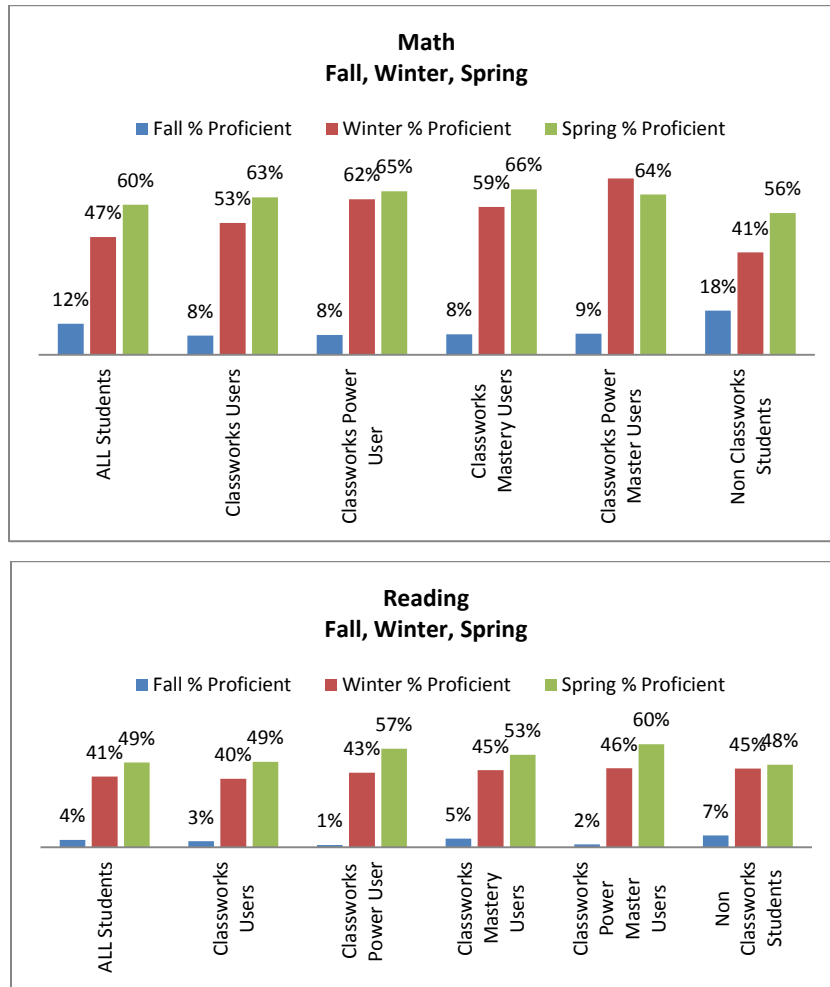
As these charts detail, all students saw a significant increase in proficiency from fall to spring.

These charts also demonstrate the efficacy of Classworks instruction at varying levels of use and mastery percentage throughout the year.



These results for all subpopulations include the fall to winter adjustment in grade level assessments administered. For this reason, it is important to analyze the winter to spring data as we move into the next school year.

## Winter to Spring



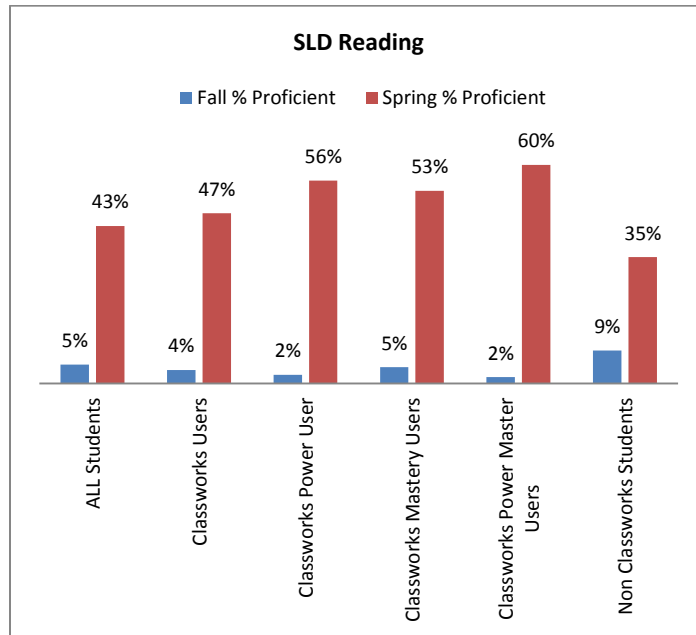
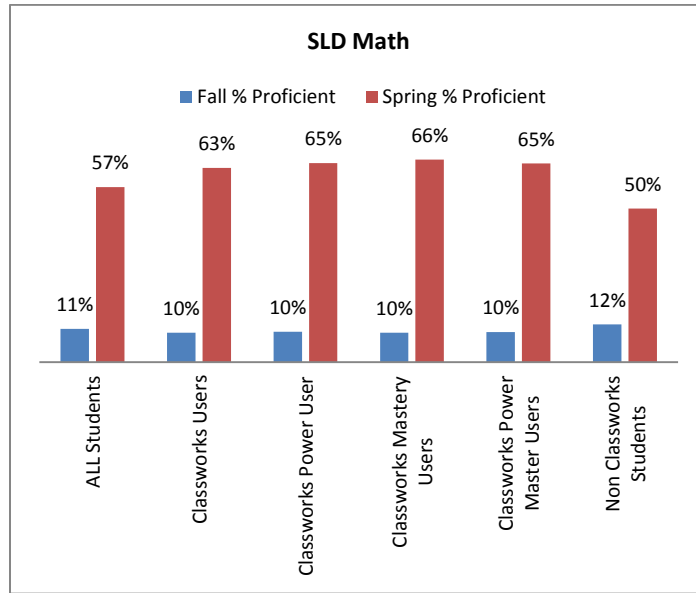
This data indicates that the trend for performance continued in the winter to spring timeframe, when the tests are all at the same level.

### Key Takeaways

1. Mastery continued to increase for all students throughout the year.
2. Without exception, the students who supplemented with Classworks instruction outperformed those that did not have the opportunity to work in Classworks.
3. The Reading Power Users for reading saw especially significant proficiency gains from winter to spring, indicating excellent choices are being made by teachers.
4. The Classworks Users started with the lowest level of proficiency in the fall and were able to meet the other students by the spring.
5. The Math students with the highest Classworks use and strong mastery did not show the gains expected for the winter to spring results – which is data the Classworks Implementation team will review with each teacher, to determine how instruction is selected and to ensure relevant instruction is being selected. Further analysis of this data reveals that three specific students caused the shift, as this is an extremely small dataset.

## SLD/SEC Students

As stated above, Classworks was primarily used in SLD classrooms. These results have the largest number of students and demonstrate the same trends as seen with all students.



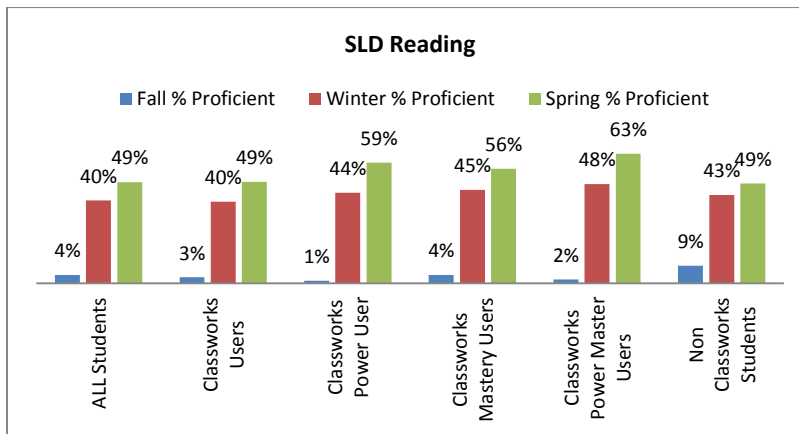
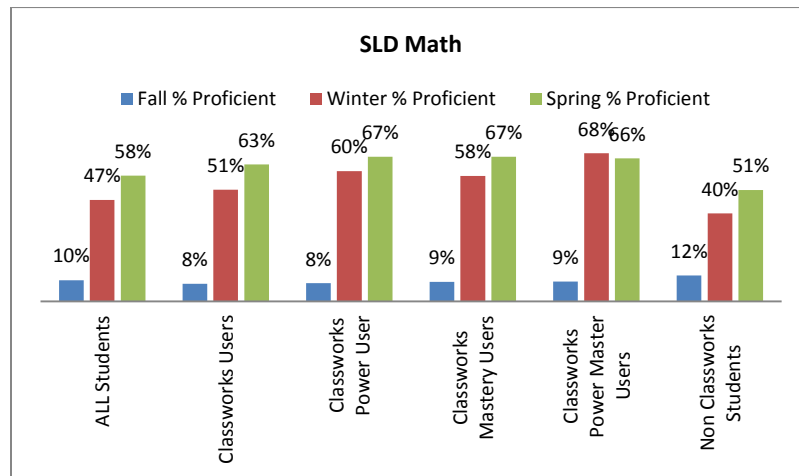
## SEC Students

- The SEC population initially started the implementations with the Classworks Benchmarks. The belief was that these students were more prepared academically and would not struggle with the on-grade level questions. After the initial test administration, it was determined that this student population would be better served with the Universal Screener as well. As a result, there were only 21 students with Math results and 13 students with Reading results.
- This is not indicative of the number of students using Classworks instruction, which has all been captured for INFORM, this is simply the pre- and post-test data that was available.
- This will be an area of focus during the 2012-2013 school year.

## SLD – Further Analysis

A further analysis shows the gains in proficiency between the fall to winter and the winter to spring test administrations for students who took all three-test administrations.

Much like the data for all students, the takeaways show that all students saw growth throughout the year.



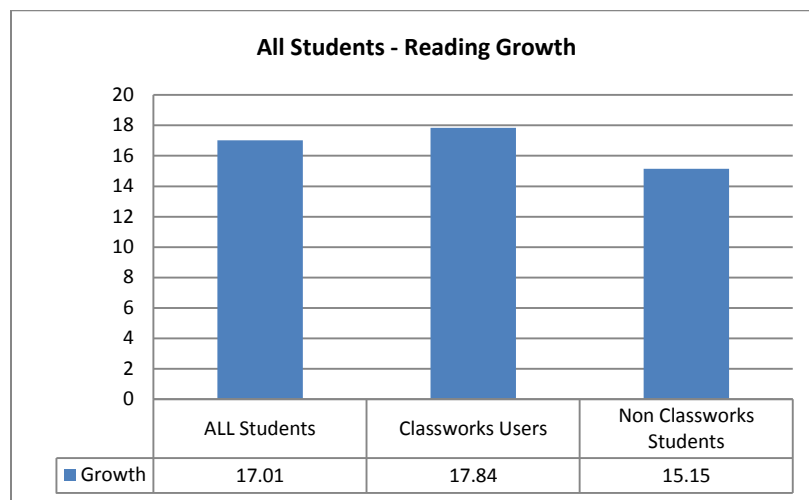
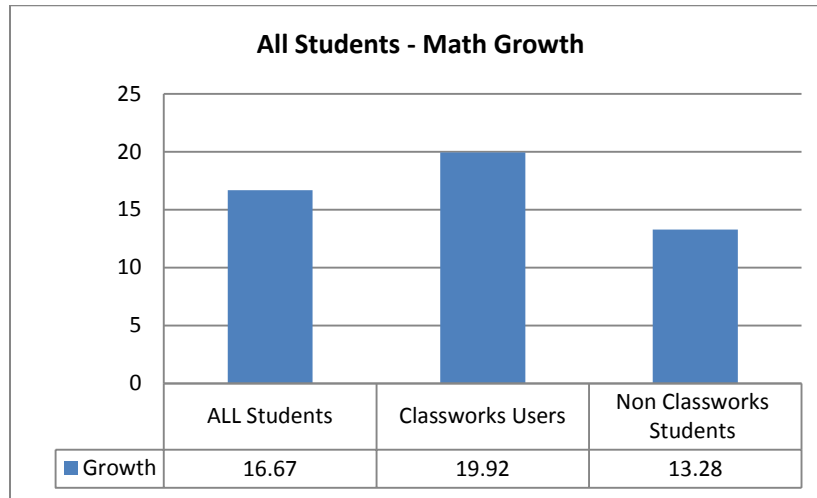
Again, the most important data to review is the winter to spring rates, and this data follows the larger group exactly.



## All Students - Growth

Classworks has also examined growth from winter to spring test administrations.

In these charts, the growth is shown for each group of users. Growth will be an area of focus for the upcoming school year – due to the vertical scale built into the assessment. Part of the implementation will be to set growth goals for each student after the initial assessment, and to work with them to achieve these goals.



- The Non-Users are showing the lowest Winter Proficiency percent (43% Math, 38% Reading), compared to all Classworks Users (52% Math, 41% Reading). For this implementation, it should be examined why the lowest-performing students were not being supported with Classworks instruction.

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## Conclusion & Recommendations for CCSD Implementation Plan for 2012-13

The Student Support Services Division elected to expand the Classworks Assessments and Instruction program to an additional 52 sites that includes students in the following classrooms:

- SDC: Specialized Diversely Challenged (SLD/SEC)
- SDE: Specialized Diversely Challenged (Emotionally Challenged Emphasis)
- SDL: Specialized Diversely Challenged (Learning Disabled Emphasis)
- SDM: Specialized Diversely Challenged (Mentally Challenged Emphasis)

There is also an expectation that some schools will utilize the Classworks program as an early intervention service.

- The mid-year report was trending to show that quality of instructional assignments was more important than overall time in Classworks. Given the overall year's performance, we are seeing that more time in Classworks is being linked to higher overall growth.

### Recommendations

- There will be a larger emphasis on Principal buy-in at the beginning of the year. This is a key to successful use and implementations.
- Training will continue to be customized to meet each type of user – both to the type of Classroom they have, as well as the amount of technology available and the expected outcomes for the program.
- Growth targets will be established for each student after the fall screener is administered.
- The Universal Screeners have added functionality for the 2012-2013 school year – audio support at grades K-2, so this will help the teacher administration of the assessments.
- Ensure early in the year that testing windows do not conflict with other priorities. The test administration dropped somewhat throughout the year, Classworks will provide formative data to the schools ensuring that all eligible students are assessed.
- Complete analysis using CRT data and complete data analysis by demographic.

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## Appendix

### About the Data Set

The following data was extracted from the Classworks system on May 26, 2012. It includes the following detail:

- Student assessment data – Fall, winter and spring.
- Student instructional data – Time-on-task and activity results.
- Approximately 1716 students have taken the Classworks Universal Screeners in Reading or Math or both subjects and received instruction in CCSD in the 2011-2012 school year.
- For analysis purposes, only students who have both pre- and post-test Universal Screener assessment results are included in these findings.
- There were mid-year adjustments to the testing windows, and many teachers administered additional assessments; only one test from each testing window is included. The first testing window uses the first eligible test, the middle testing window uses the results closest to the middle and the last window uses the last test administered.
- Any assessment less than 300 seconds in length was not included.

### Definition of Classworks User Groups

- **Classworks Users:** Students who used Classworks for at least 7 hours.
- **Classworks Power Users:** Students who used the instructional components of Classworks more than 13 hours
- **Classworks Master Users:** Students who used Classworks for at least 7 hours while maintaining mastery equal to or better than 65%.
- **Non-Users:** Students without sufficient time-on-task to attribute growth or decline to Classworks (less than 7 hours)

**Average** – On average students used the Math program for 6.5 hours and the Reading program for 7.5 hours throughout the year. This calculates instructional time only, not assessment time on task.

*“What will I take from my Classworks experience this year? I have found it was not that my students did not want to learn; it was that we were not communicating important concepts in 21st Century terms. With Classworks I can now leverage my students’ interest in technology and social interaction to inspire them to read, write, and think critically while developing collaborative learning channels.”*

- Jerry Sorenson, Robert Taylor Elementary School