



District-Wide Results: York School District One, South Carolina

**Impact of Instruction on NWEA MAP Results
Fall 2011 to Spring 2012**

July 2013

Overview

Classworks by Curriculum Advantage, Inc. is a software program for students in grades K–9, in the subject areas of mathematics, reading, language arts, and basic science. York School District One, located in York, South Carolina, began implementing Classworks in fall 2006 as a supplement to classroom instruction, particularly for struggling learners.

York administers the Measures of Academic Progress (MAP®) assessment by Northwest Evaluation Association (NWEA™) three times a school year: fall, winter, and spring.

York uses the NWEA assessment to determine students needing interventions. York then uses the Classworks instructional manager to effectively accelerate learning for students needing personalized interventions in both Mathematics and Reading.

To ensure the efficacy of the Classworks Mathematics program, a study was conducted with a cohort of York students. This study compares results from fall 2011 to spring 2012, specifically tracking growth for struggling learners, students who performed below the NWEA RIT Scale Norm Score on the fall 2011 assessment (intervention students).

All York mathematics intervention students displayed significant gains between fall and spring test dates. According to Dr. Vernon Prosser, Superintendent, York is able to achieve such high results with quality teachers who employ deliberate and intentional lesson planning and instruction. The district utilizes the train the trainer method with key leaders in each building serving as models for best practices. York uses a variety of mathematics interventions including Classworks, Voyager Learning by Cambium Learning, Inc., and many teacher created and implemented solutions. Teacher judgment is irreplaceable and teachers ultimately make all instructional decisions, including what intervention is best for each child. Teachers monitor instruction and reassign as necessary, ensuring mastery of assigned skills as opposed to exposure to a wide range of skills.

Results Summary

When compared to NWEA’s Mean Growth Norms, determined by comparing the RIT Scale Norm Score “Beginning-of-Year Mean” to the “End-of-Year Mean,” York intervention students who used Classworks for at least seven hours during the school year exceeded the projected growth on every grade level. Classworks Master Users, Classworks Users who maintained at least a 70% average, typically saw the most growth — in many cases doubling the NWEA Growth Norm.

The Analysis

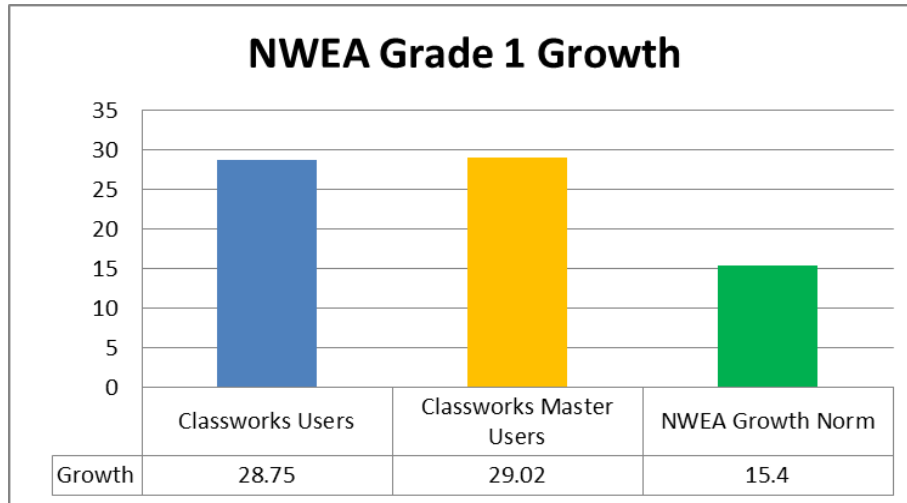
The study tracked a cohort of students’ NWEA MAP Mathematics results from the fall to the spring in the 2011–2012 school year. Analysis includes:

- Over 2,500 York intervention students who scored below the NWEA Norms on the fall 2011 assessment
- Students in grades 1–6
- Classworks Users, students who logged in a minimum of 7 hours of instructional time in Classworks and Classworks Master Users, students who logged in a minimum 7 hours of instruction with a 70% or higher mastery rating.

The NWEA RIT Scale Norms Study provides growth and status norms for all RIT scales. Status norms provide a starting point for educators to review data and help them gain an understanding of each child’s current academic level, where they need focused instruction, and the extent of their progress. Norm scores and growth norms can be found on the NWEA website: www.nwea.org. For this study, NWEA norm scores were compared to York student scores to determine the efficacy of instruction.

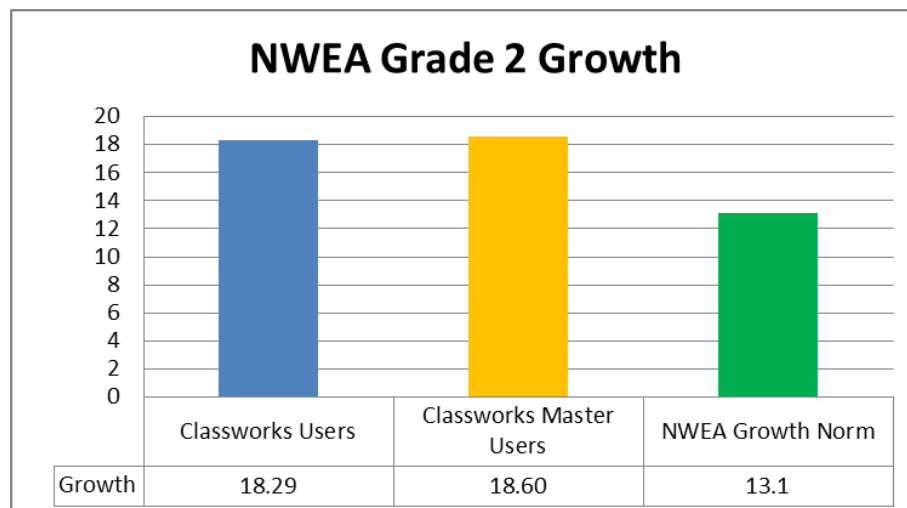
Grade 1 Results

- **Classworks Users:** 55 students averaged 28.75 growth points
- **Classworks Master Users:** 46 students averaged 29.02 growth points
- **NWEA Growth Norm:** 15.4



Grade 2 Results

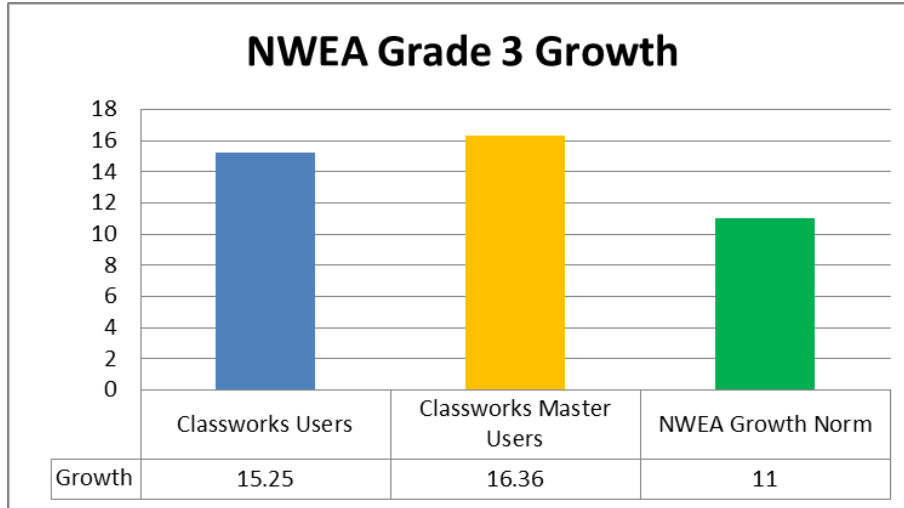
- **Classworks Users:** 84 students averaged 18.29 growth points
- **Classworks Master Users:** 73 students averaged 18.60 growth points
- **NWEA Growth Norm:** 13.1



Note: This analysis is of students who scored below the NWEA Norm for their grade level on the fall 2011 assessment.

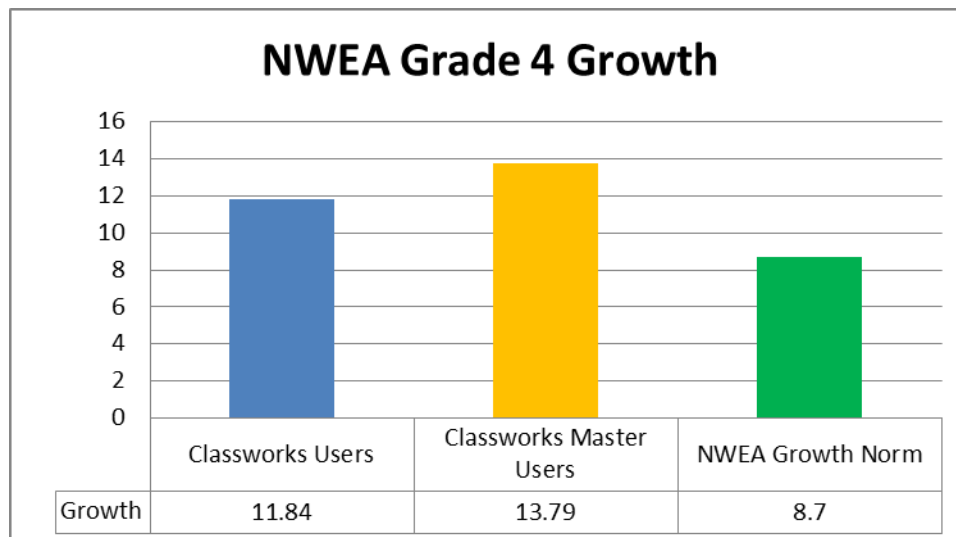
Grade 3 Results

- **Classworks Users:** 53 students averaged 15.25 growth points
- **Classworks Master Users:** 45 students averaged 16.36 growth points
- **NWEA Growth Norm:** 11



Grade 4 Results

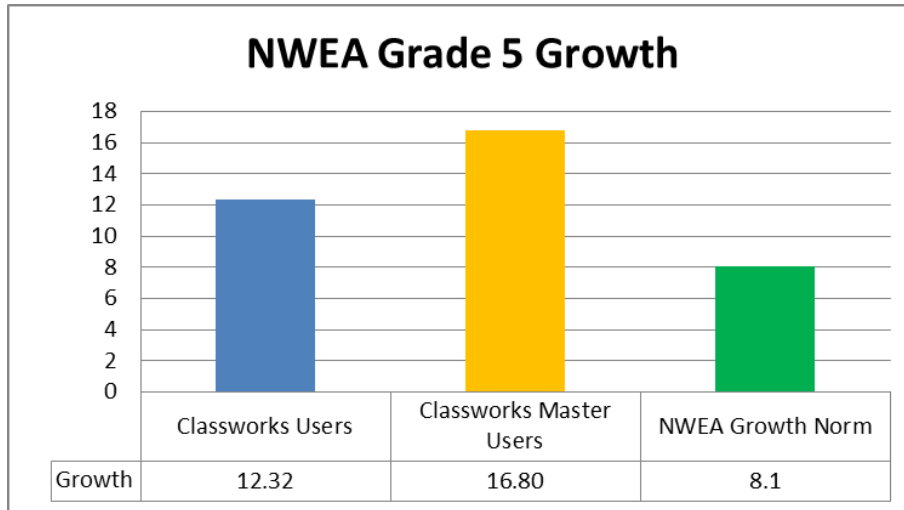
- **Classworks Users:** 45 students averaged 11.84 growth points
- **Classworks Master Users:** 28 students averaged 13.79 growth points
- **NWEA Growth Norm:** 8.7



Note: This analysis is of students who scored below the NWEA Norm for their grade level on the fall 2011 assessment.

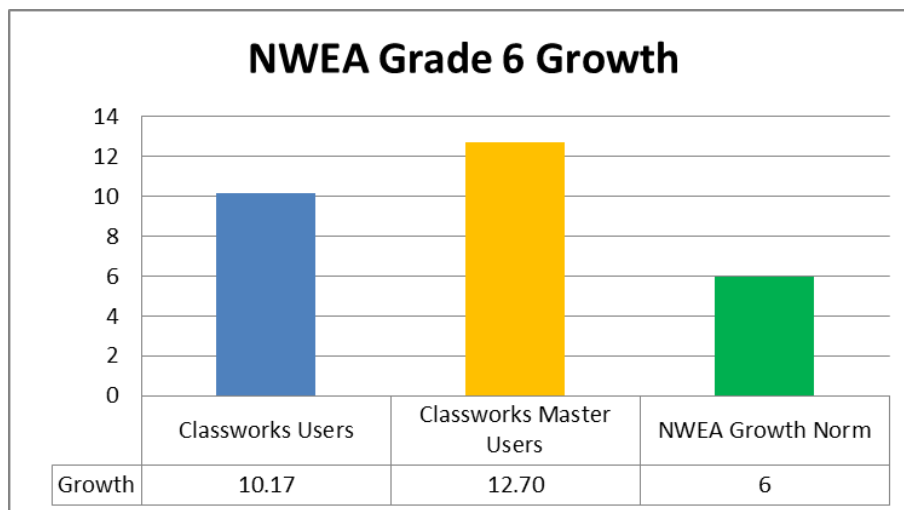
Grade 5 Results

- **Classworks Users:** 96 students averaged 12.32 growth points
- **Classworks Master Users:** 35 students averaged 16.80 growth points
- **NWEA Growth Norm:** 8.1



Grade 6 Results

- **Classworks Users:** 83 students averaged 10.17 growth points
- **Classworks Master Users:** 27 students averaged 12.70 growth points
- **NWEA Growth Norm:** 6



Note: This analysis is of students who scored below the NWEA Norm for their grade level on the fall 2011 assessment.

Conclusion

The results of the York School District One data sampling are a celebration of the impact of quality instruction on student achievement. As a reminder, these students scored below the NWEA RIT Scale Norm in mathematics on the fall test administration and made tremendous progress to surpass NWEA growth norms for the spring test administration. The quality of York's instruction and interventions is evidenced in the gains made, using both Classworks and other interventions.

Classworks is a powerful instructional supplement that has the most impact when implemented with fidelity. The most dramatic increases occur when districts ensure that their targeted students have the most time-on-task in Classworks. Another important factor is to ensure that students receive individualized instruction based on valid assessments. Detailed findings reveal that when students receive consistent, individualized instruction targeted to their specific gaps, they are able to make significant gains over their peers.

For more information about this data study, or to speak with a Classworks Representative, please call 888.841.4790 or email research@classworks.com.

Definitions

Classworks Users: A user who has at least seven hours of instructional time in Classworks for the year. This instructional time-on-task considers instruction time only; time students spent in assessments is not part of the time-on-task calculation.

Classworks Master Users: At least seven hours of instructional time in Classworks for the year as well as a 70% mastery level on all Classworks instruction.

Appendix

This analysis was completed using the Northwest Evaluation Association (NWEA) RIT Scale Norms Study, which provides growth and status norms for all RIT scales. Status norms provide a starting point for educators to review data and help them gain an understanding of each child’s current academic level, where they need focused instruction, and the extent of their progress.

Classworks only included students who scored below the “Beginning-of-Year Mean” for their grade level in this study. Then, growth was based on the provided norm for “End-of-Year Mean.”

The chart below can be found on the NWEA website: www.nwea.org.

MATHEMATICS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3