



Evidence of Effectiveness
Study Summaries

May 2019



Evidence of Effectiveness

Classworks is proven effective in increasing achievement for students. Included are six independent studies conducted between 2004 and 2019 detailing Classworks' impact on student achievement.

Research and Efficacy

Our assessment and instruction programs are backed by the industry's most practical and applicable efficacy research. Every program we provide starts with an extensive research base and then begins a constant cycle of research, review, and improvement. The end result is a suite of programs proven to help your students succeed.

ESSA Evidence for Classworks®

Classworks is backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by ESSA, qualifying these programs for School Improvement funding.

Study

Classworks Efficacy Evaluation: Reading and Mathematics, 2019

Type of Study

Correlational, Difference of Means

Measurement Data

Classworks usage and Renaissance® Star assessment data.

Grade Levels

2 - 8

Study Size

- Students evaluated (math): 28,682
- Students evaluated (reading): 35,952

Summary

The purpose of this study was to analyze the impact of Classworks instruction on students who took the Renaissance Star Reading® and Math® assessments. Star assessments provide benchmarks which indicate the minimum performance levels required in order to meet end-of-year goals.

Classworks analyzed Star Reading and Math assessment results from fall 2018 and winter 2019. Results for 28,683 students in mathematics and 35,952 students in reading across 44 school districts representing culturally and economically diverse demographics in grades 2 - 8 were examined. Classworks students spent more than four hours in Classworks instruction, completed more than 10 Classworks individualized learning assignments, and attained an assignment score average of greater than 70% during the analysis period across the 44 districts examined.

Results

In Mathematics, students who used Classworks instruction averaged 92% more growth on the Star Math assessment than students without Classworks instruction. In Reading, Classworks users averaged 33% more growth on the Star assessment. On average, Classworks students outperformed students who did not use Classworks by an average of 20 points across all grades in Math and 16 points in Reading. These differences were tested for statistical significance. Across all grades and subjects, the difference in average growth was significant at the $P < .05$ level.

[View the study in its entirety](#)

Study

Classworks Efficacy Study: Early Literacy, 2019

Type of Study

Correlational, Effect Size

Measurement Data

Classworks usage and Renaissance® Star Early Literacy assessment data.

Grade Level

Grade 1

Study Size

- 384 students in comparison group
- 239 students in treatment group

Summary

The purpose of this study was to gather data related to the impact of Classworks on first-grade students across districts that use Star Early Literacy assessments. The report includes program usage data and analyses of student achievement for students with and without Classworks ILP instruction.

The following evaluation questions are addressed in the present study:

- 1) Does the adoption of Classworks lead to better outcomes for students?
- 2) Do these outcomes vary by students' baseline achievement?

Results

The analysis indicated statistically significant differences favoring the treatment group. The sample of first graders satisfied baseline achievement according to WWC standards, however students exposed to Classworks instruction increased their scores from fall to winter by 27.8 more points than students without Classworks instruction.

These differences only widened when selecting for subsets of lower-performing students; among students with a baseline score below the 50th percentile, students with Classworks instruction saw 38.5 more growth points from fall to winter, and 48.2 more for students with baseline scores below the 25th percentile.

[View the study in its entirety](#)

Study

Differences in Math Achievement: Utilizing Supplemental Computer-Based Instruction (CBI) and Traditional Instruction, Todd Christopher Clark, Liberty University, 2014

Type of Study

Causal-Comparative

Measurement Data

Georgia's Criterion Referenced Competency Test (CRCT)

Grade Level

Grade 7

Study Size

- 129 students in control group
- 129 students in treatment group

Summary

This study investigates the impact of active learning, adaptive learning, research-based methods and sound pedagogy on mathematics achievement on Georgia's CRCT.

The control group received traditional math instruction covering the Georgia Performance Standards. Learning took place in classrooms using traditional methods and practices including lectures, hands-on activities, small groups, and assigned homework. The treatment group received 40 minutes per week of Classworks math instruction in addition to the traditional math instruction of the control group.

Results

The treatment group, those using Classworks, showed a 27.22 point increase from previous achievement (3.42%) while the control group showed a 12.37 point difference (1.52%). This established a statistically significant difference in seventh grade math students' math achievement and self-efficacy.

With 40 minutes per week of Classworks math instruction, seventh grade students more than doubled their percent gains. Classworks can be integrated throughout the school day, during before and after school programs, and even as online homework to promote achievement for all students.

[View the study in its entirety](#)

Study

Student Reading Achievement On the Rise: Integration of Classworks Software with Technology, Janice L. Young, Capella University, 2014

Type of Study

Quantitative Quasi-Experimental

Measurement Data

NWEA Measure of Academic Progress (MAP)

Grade Level(s)

Grade 4

Study Size

- 89 students in the treatment group
- 56 students in the control group

Summary

The study described the effectiveness of using the Classworks software program as a means to increase reading achievement as a supplement to the regular reading program in a school. Two schools were identified one of which did get the treatment of Classworks program and one that did not receive the treatment of the Classworks program. A control group was selected from one school district and was compared to the experimental treatment group in another school district using intact groups of fourth grade students from the school districts. Data was measured by student's individual academic performance with the districtwide Measures of Academic Progress (MAP) assessment as a form of a pretest and a posttest by using fall scores compared to spring scores.

Results

The finding of the study suggested that using technology through the Classworks software program did show a significant difference when used as compared to students without the treatment of Classworks. The variables in the study indicated after the use of one year of supplemental reading instruction students in fourth grade made significant gains.

The research supported the use of investing in the Classworks program as it described a significant difference in the mean scores which utilized the program. The software program could be a tool used in schools with students that have low test scores to bring about change and high scores.

[View the study in its entirety](#)

Study

The Effects of an Extended Day Math Program – “The Bobcat Club,” William H. Dryden, Jr., Kennesaw State University, 2012

Type of Study

Concurrent Mixed Methods

Measurement Data

Quantitative

- Classworks Universal Screener scaled scores

Qualitative

- Student questionnaires

Grade Level(s)

Grade 2 through Grade 5

Study Size

31 Teachers

2 Administrators

126 students

- Majority have demonstrated insufficient math skills and are in the Economically Disadvantaged subgroup

Summary

The purpose of this study is to explore the effect of an extended day program on the performance in math among low achieving third through fifth grade economically disadvantaged students.

The quantitative component measured the overall effect of the extended day program and provided evidence to the local and state education agencies. The qualitative assessment created a framework around the extended day, computer assisted instruction, and perception portions of the program from multiple perspectives, thus allowing for a holistic measurement of the program's value in growing math achievement.

Pretest and posttest quantitative instruments were used to measure the actual gains among students in grades 2 through 5. The results of the screeners were broken down into domain and strand level success ratios. The teachers then assigned skills snapshots that automatically generated an individualized learning path (ILP) for skills that were not mastered. The final quantitative results were correlated in a paired t-test format. The researcher also quantified data points available through both student questionnaires and teacher interviews.

Results

The results of the “Bobcat Club” show a significant level of growth between pretest and posttest scores. 84 students scores were analyzed showing an average growth of 32.5 points.

[View the study in its entirety](#)

Study

The Effects of “Classworks” in the Classroom, Damon Patterson, New Century Education Program, 2004

Type of Study

Quasi-Experimental

Measurement Data

Stanford Achievement Test, Ninth Edition (SAT 9)

Grade Level(s)

Grade 3

Study Size

- 15 students in control group
- 15 students in treatment group
- 2 teachers

Summary

The purpose of the study was to examine the effects of computer-assisted instruction (CAI) in the classroom. Specifically the impact of Classworks effect on student achievement. The study also examined teachers’ attitude toward using Classworks with their students.

Both groups received the same traditional instruction following the Saxon mathematics curriculum and sequence. In addition, the experimental group used only the mathematics portion of Classworks in the computer lab for one hour per week for 14 weeks.

Results

The students who participated in the experimental group increased their posttest mean by 9.06 percentile points more than the control group’s mean. This study has shown that Classworks increased student achievement in math and impacted teachers’ attitude toward CAI.

The teachers’ responses were positive in regards to the question concerning the advantages of using Classworks. They felt Classworks was one the best computer-assisted instruction products available for educational use.

[View the study in its entirety](#)