



Denton ISD Schools

Classworks Implementation Platinum Report

July, 2010

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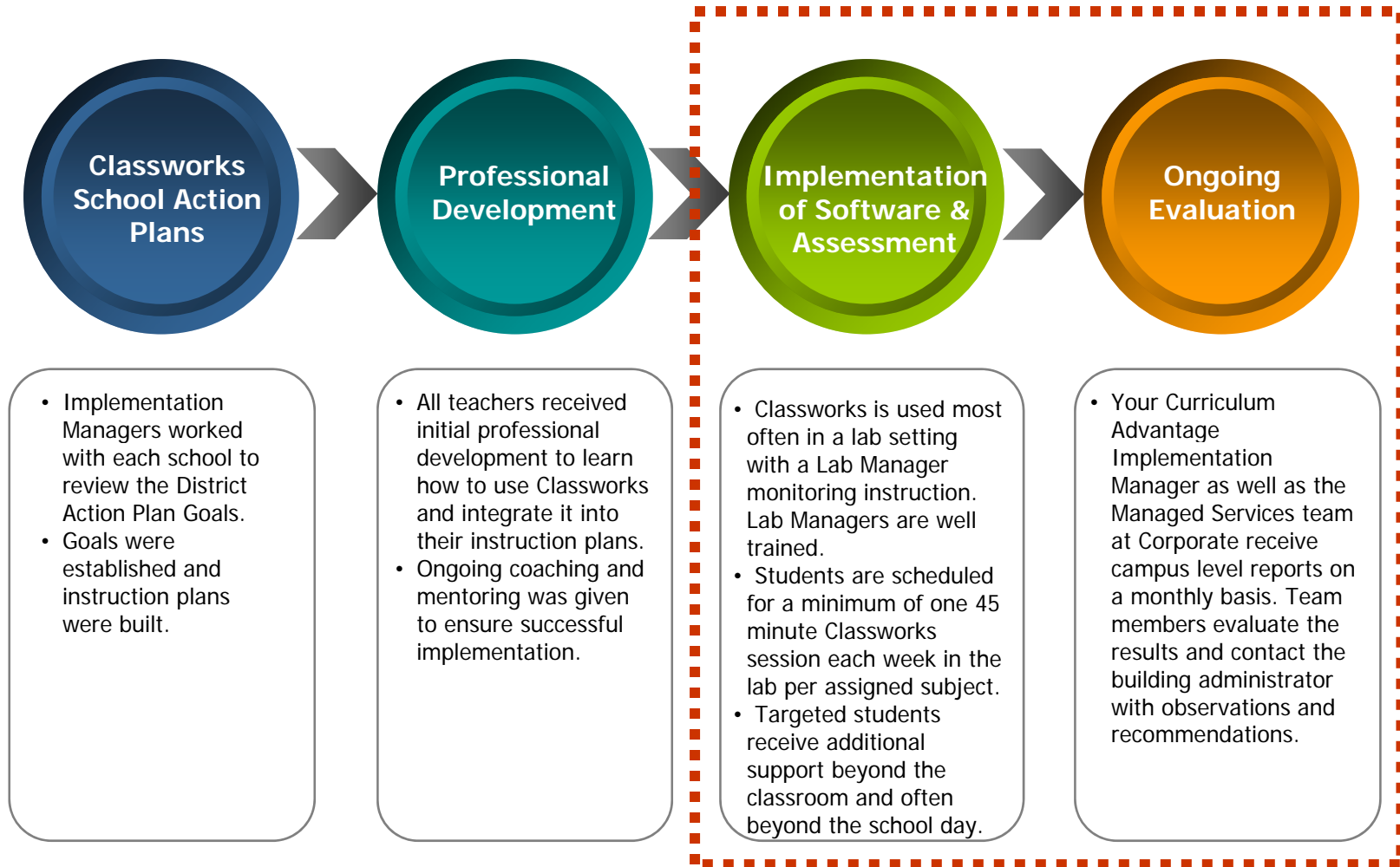
Introduction

This Platinum Reports details the 2009-2010 goals for the integration of the Classworks program into the Denton ISD Instructional Technology plan and how those goals were met.

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Implementation – Process



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Classworks™
by Curriculum Advantage

2009-2010 Goals

“We were able to develop individual educational plans that targeted the areas that each student needed extra academic support. Our use of the program during our tutorial time was very successful. Most of the students were able to improve their individual targeted skills by 30% - 40% in the six-week period prior to TAKS day.”

- Rod Southard, Principal (Stephens ES) -

Summary of 2009-2010 Goals:

- In year one, Denton ISD met the following goals:
 - Integrated Classworks into the existing Instructional Technology plan
 - Confirmed that Classworks works with existing technology
 - Introduced Teachers to Classworks
 - Completed initial training sessions
 - Identified target students
 - Established classroom and lab schedules for Classworks use
 - Integrated Classworks into extended day and Summer School programs

“I love how you can go in and assign each student a different assignment. That helps educators with differentiating instruction!”

– Jennifer Donnally, 4th Grade Teacher (Lee ES) -

Implementation – District Goals

- Incorporate Classworks into the existing Instructional Technology Plan for identified target student populations:

Use Classworks
District-wide

Increase Core
Subject
Support

Integrate
Classworks into
daily instruction

- Goal One: Have all targeted Elementary and Middle School students throughout the district use Classworks to help increase overall AYP performance
- Goal Two: Increase Language Arts, Math, Science and Language Learner support throughout the district, especially for target students at all campuses
- Goal Three: Integrate Classworks into daily instruction so that target students have opportunities to use technology for individualized learning

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Meeting Goal 1: Use Classworks District-wide

“We’re at the beginning of instituting the utilization of the program. So far, what we have been able to effectively integrate, has presented good results. We look forward to more fully integrating and utilizing Classworks next year. It has been easy to work with the Classworks rep and troubleshoot issues as they have arisen.”

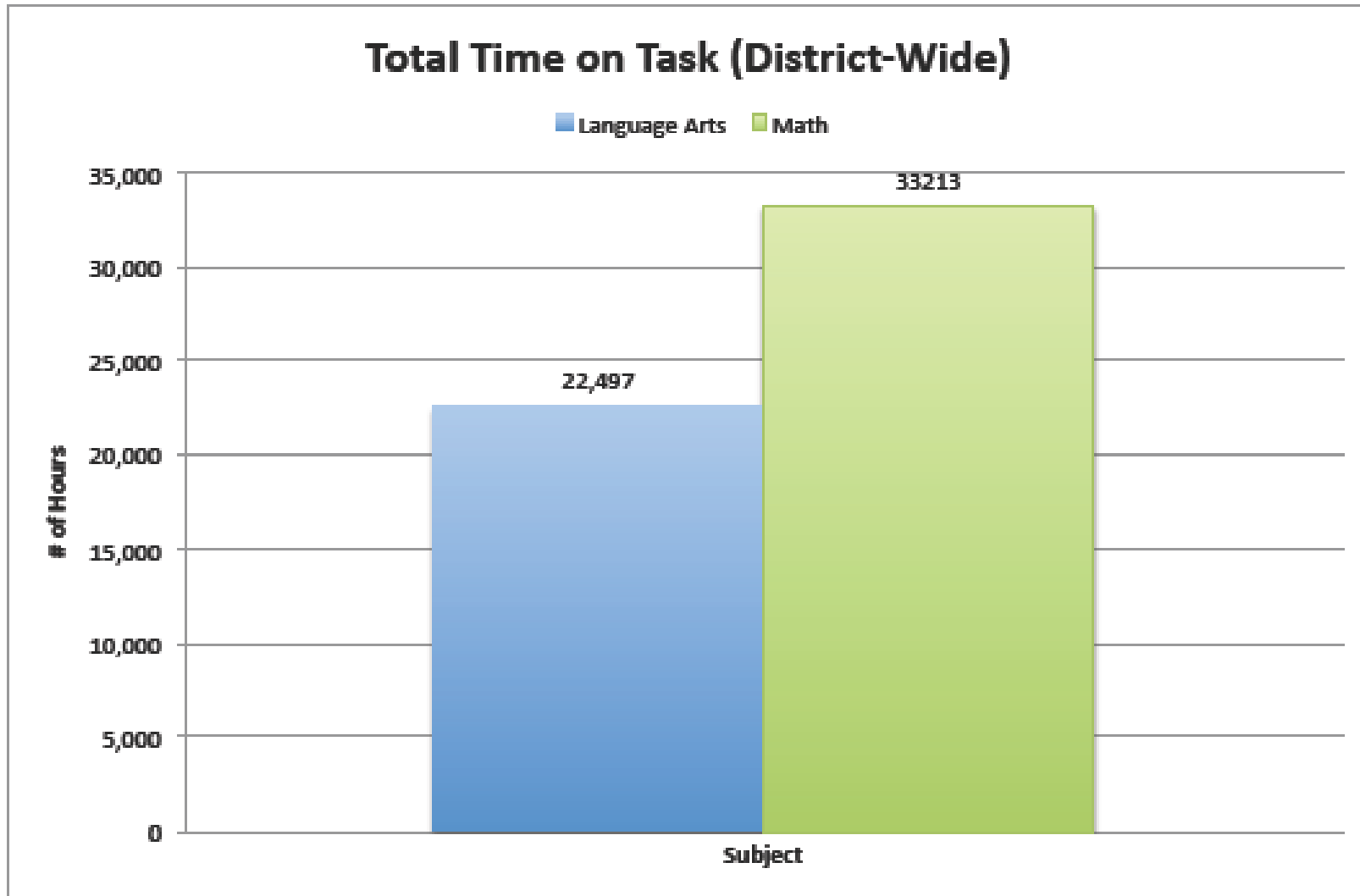
**-- L. Krauser, Technology Integrator/EXPO Specialist/Campus Classworks Program Administrator
(Savannah ES) –**

Targeted Students use Classworks District-Wide

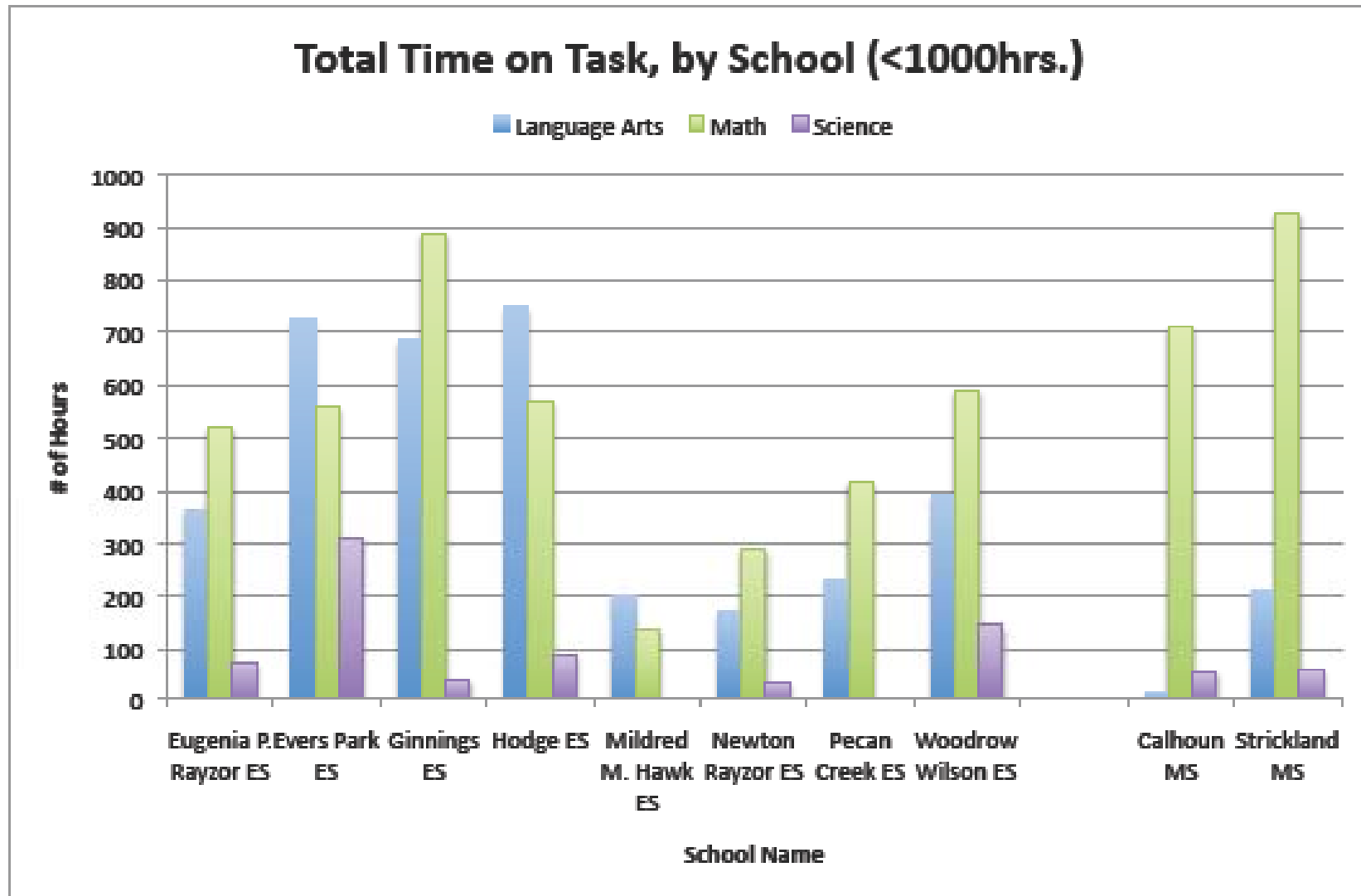
1. Targeted Elementary and Middle School students throughout the district use Classworks to help increase overall AYP performance. Overall Usage:

- 61,000+ hours were spent in individualized instruction in Language Arts, Math, Science and Language Learner.
- Targeted students spent an average of 45 minutes of instruction, per subject, per week in their individualized learning paths.

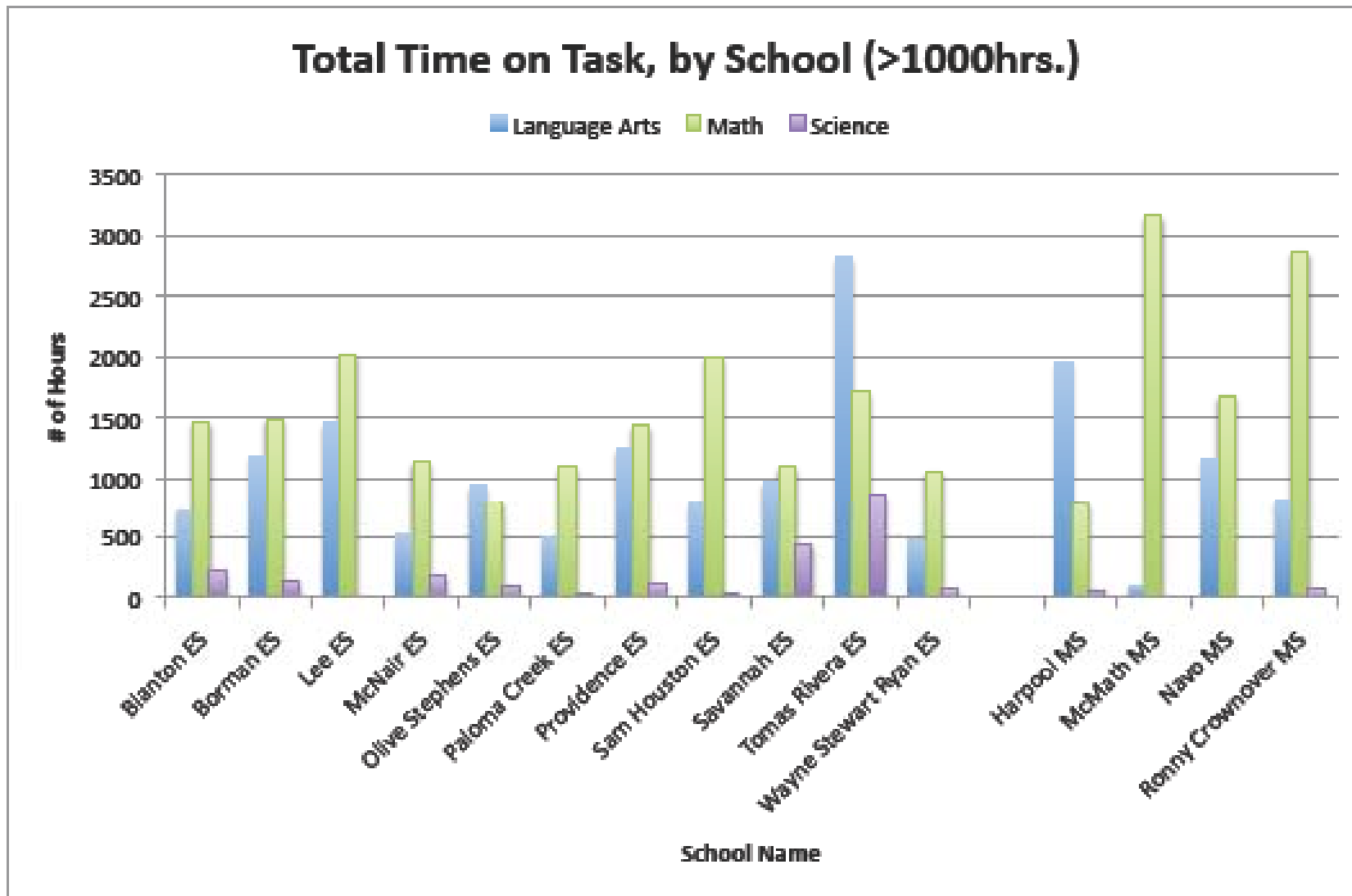
By Subject: Total Time in Classworks is 55,710 hours for Language Arts and Math



Total Time in Classworks – Schools with narrow or targeted implementations

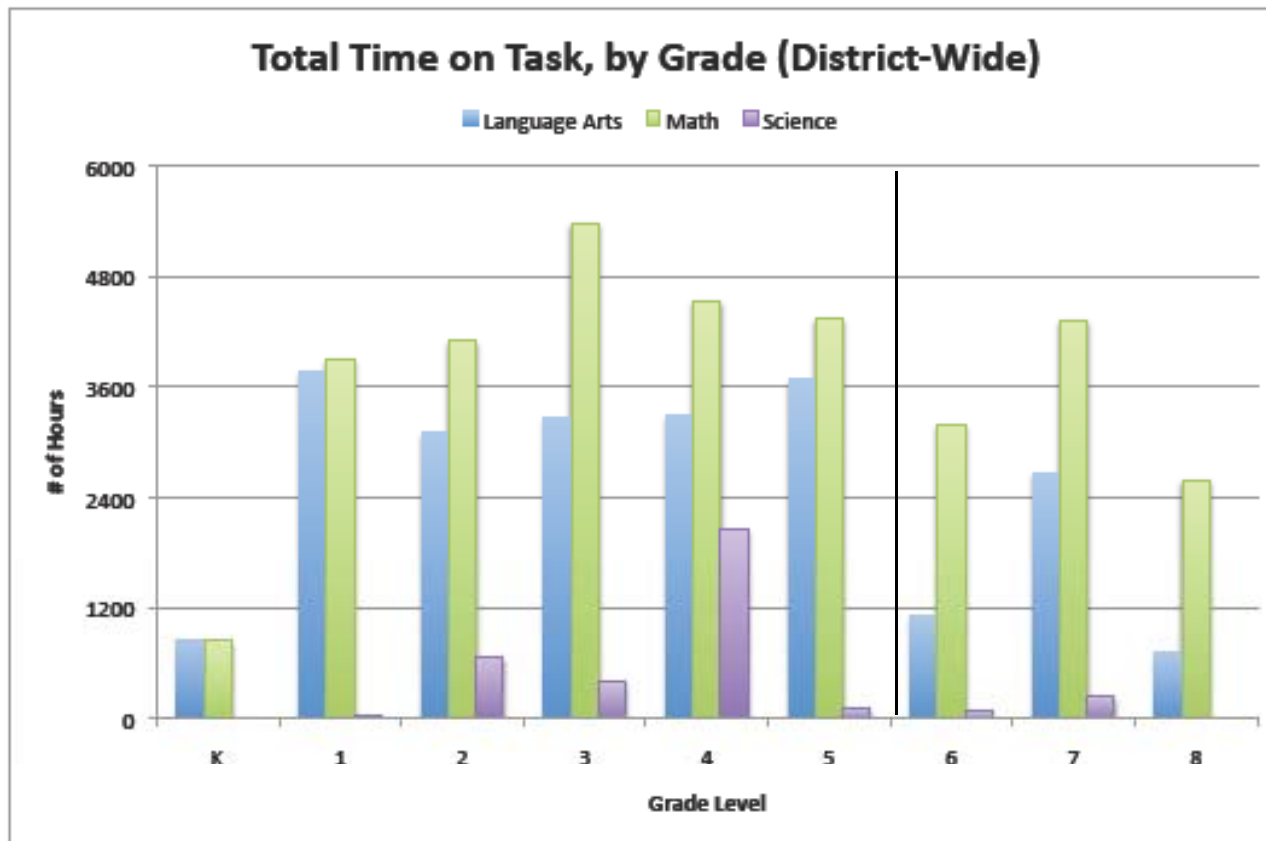


Total Time in Classworks – Schools with broad implementations

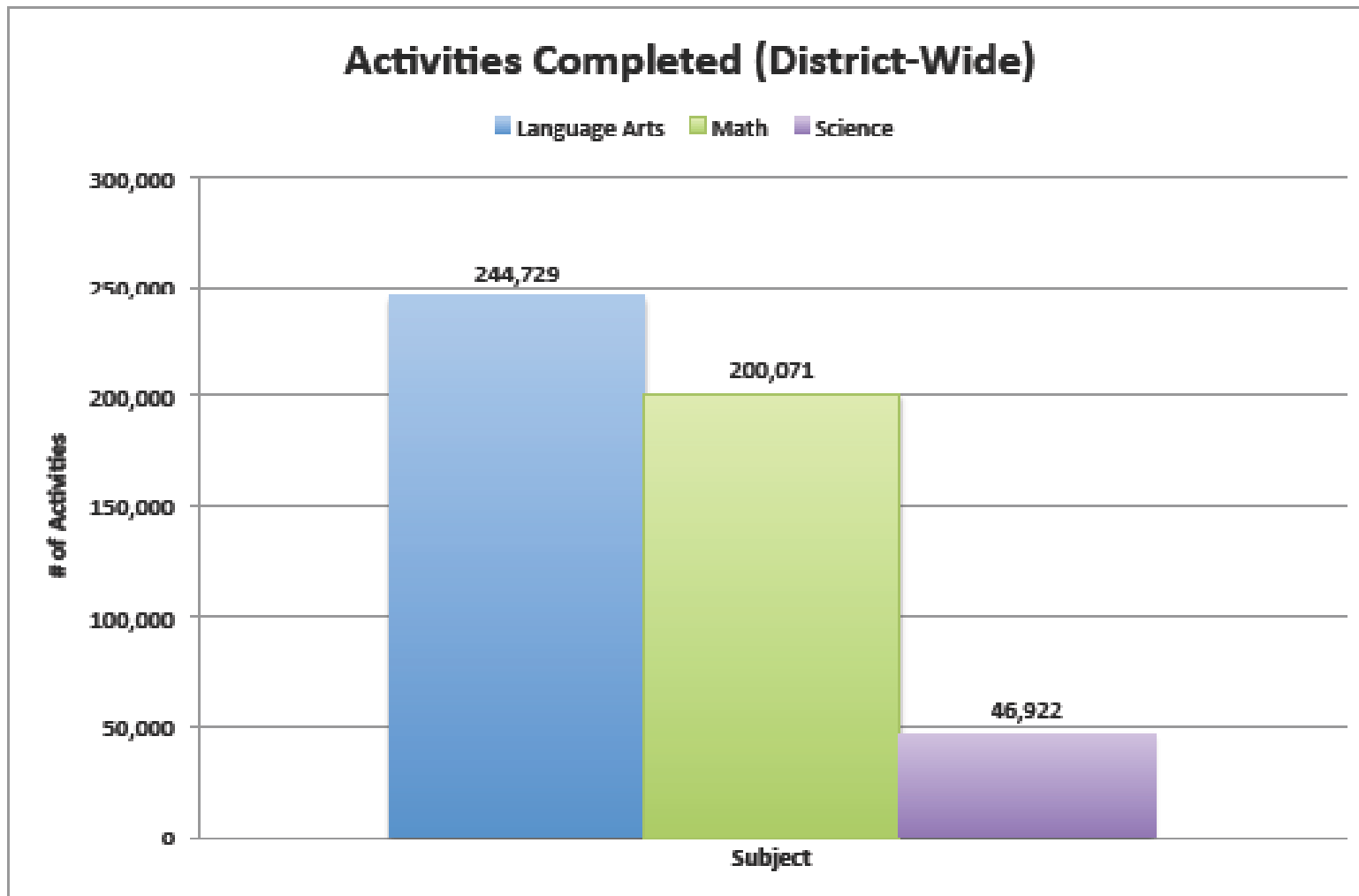


Subject Area Distribution:

- Elementary schools are actively using Classworks for Language Arts and Math
- Middle schools implementation was narrow and focused primarily on Math instruction



Number of Academic Activities Completed: 491,722



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Meeting Goal 2: Increase Core Subject Support

“Classworks has motivated the kids on working towards specific goals and scores. Classworks has been helpful as a teacher to see how the students are progressing within the realm of differentiated instruction.”

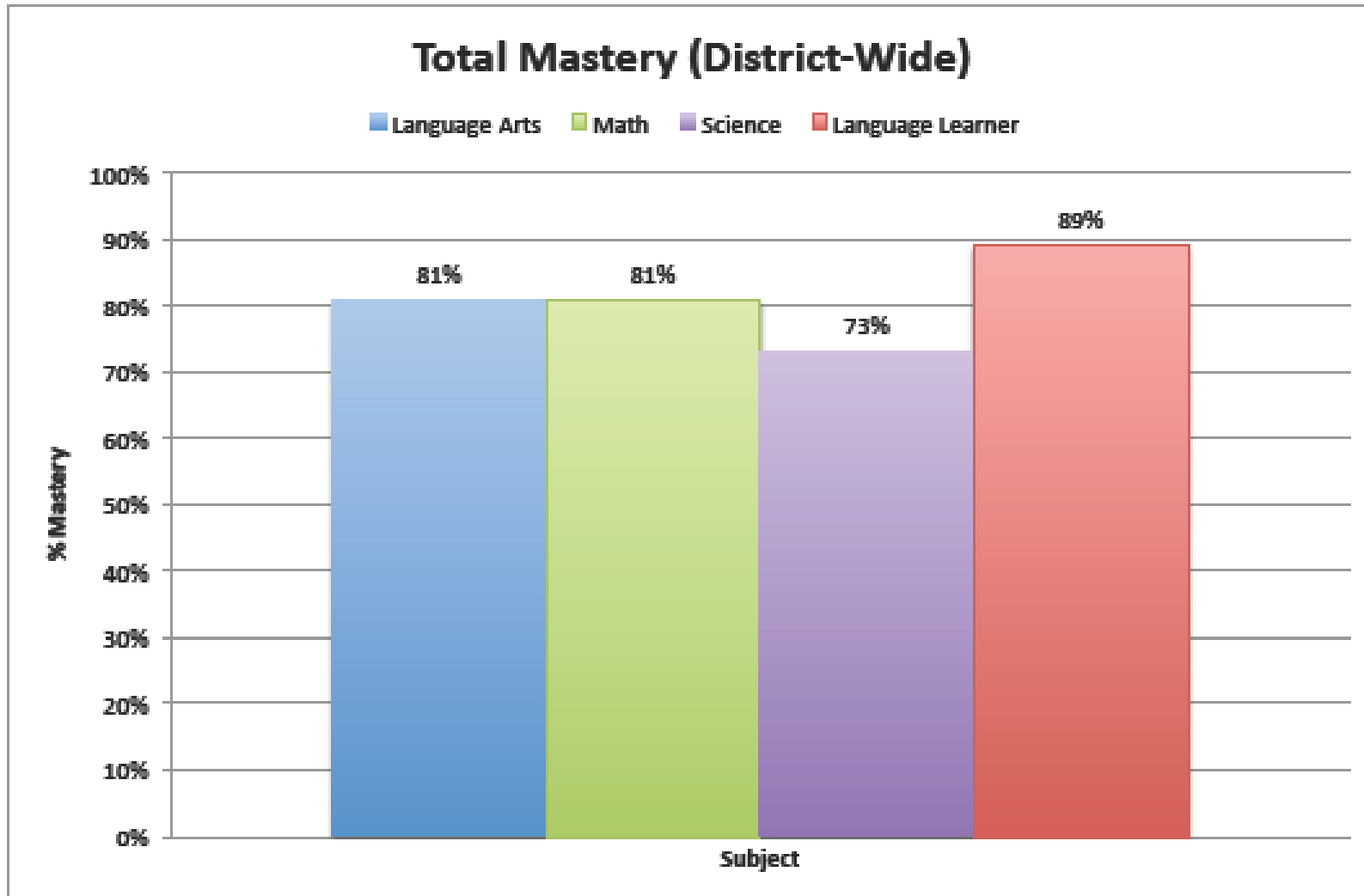
-- Christen Juarez, Kindergarten Teacher (Lee Elementary) --

Core Subject Support

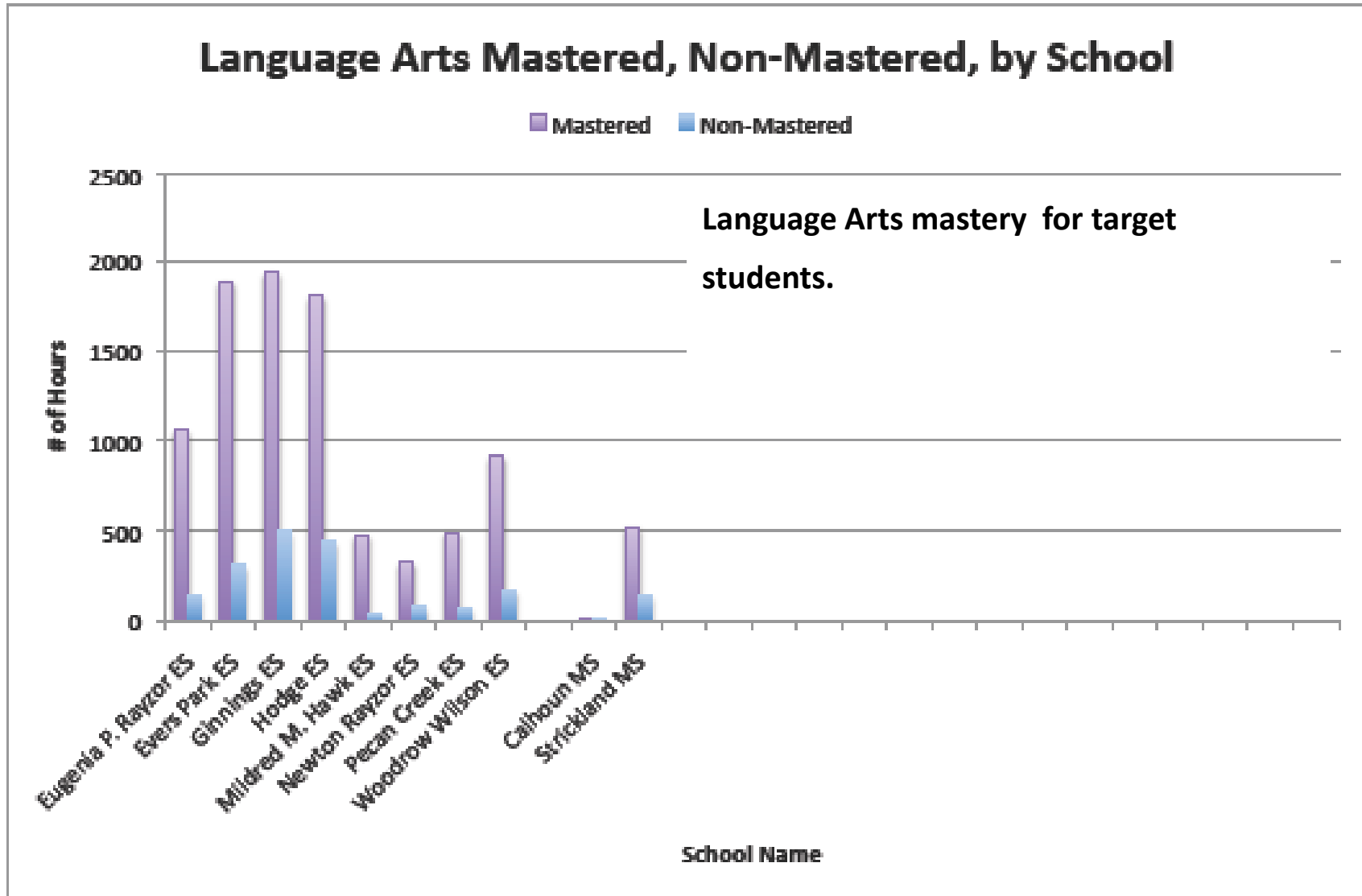
2. Increase core curriculum support, for targeted students, throughout the district. Overall usage:

- 56% of all time in Classworks was devoted to Math activities.
- 38% of all time in Classworks was devoted to Language Arts instruction.

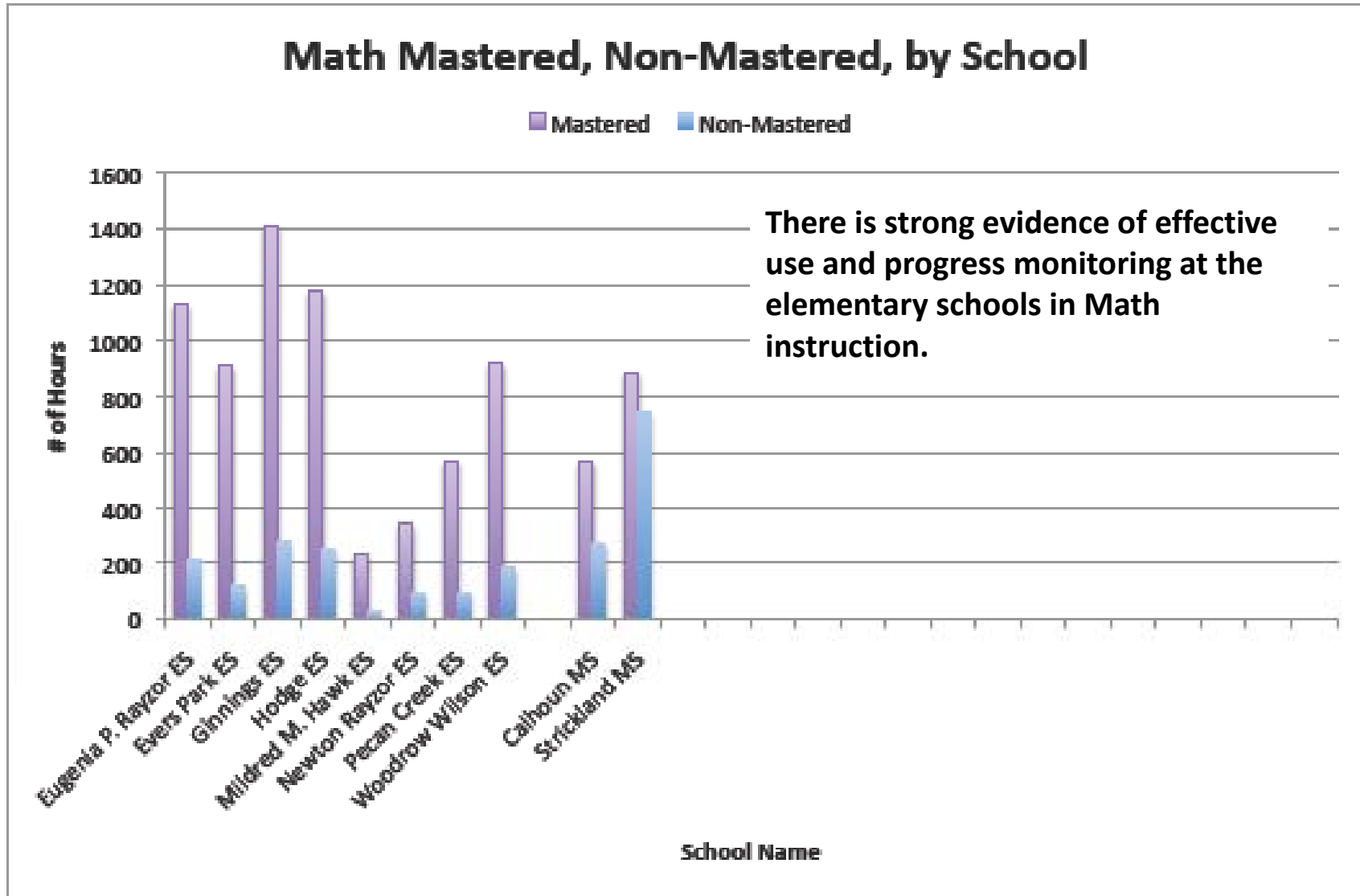
Mastery in Classworks: 81% in Language Arts, 81% in Math, 73% in Science and 89% in Language Learner



Language Arts Mastery by School: 83% Overall Mastery



Math Mastery by School: 81% Overall Mastery



Language Arts Mastery is above 80% for most schools:

- Language Arts Leaders
 - Lester Davis School 95%
 - Mildred M. Hawk Elementary School 92%
 - L.A. Nelson Elementary School 91%
 - Blanton Elementary School 89%
 - Eugenia P. Rayzor Elementary School 88%
 - Ronny Crownover Middle School 87%
 - Pecan Creek Elementary School 87%
 - Harpool Middle School 86%
 - Evers Park Elementary School 86%
 - Lee Elementary School 86%
 - Olive Stephens Elementary School 85%

Math Mastery is above 80% for most schools:

- Math Leaders
 - L.A. Nelson Elementary School 91%
 - Sam Houston Elementary School 90%
 - Mildred M. Hawk Elementary School 89%
 - Olive Stephens Elementary School 89%
 - Evers Park Elementary School 86%
 - Blanton Elementary School 88%
 - Ronny Crownover Middle School 88%
 - Wayne Stewart Ryan Elementary School 87%
 - Lee Elementary School 87%
 - Pecan Creek Elementary School 86%
 - Tomas Rivera Elementary School 85%
 - Eugenia P. Rayzor Elementary School 85%

Science Mastery is above 70% for most schools

– The focus for Science is consistency in instruction primarily in Whole Class or Small Group Settings

- Science Leaders
 - Lester Davis School 89%
 - Blanton Elementary School 86%
 - McNair Elementary School 80%
 - Tomas Rivera Elementary School 74%

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Meeting Goal 3: Integrate Classworks into Daily Instruction

“They’re really cool math games where you have to have the right kind of numbers on the fish.”

-- Abigail Stephenson, Kindergarten Student (Savannah ES) --

Integrate Classworks into Daily Instruction

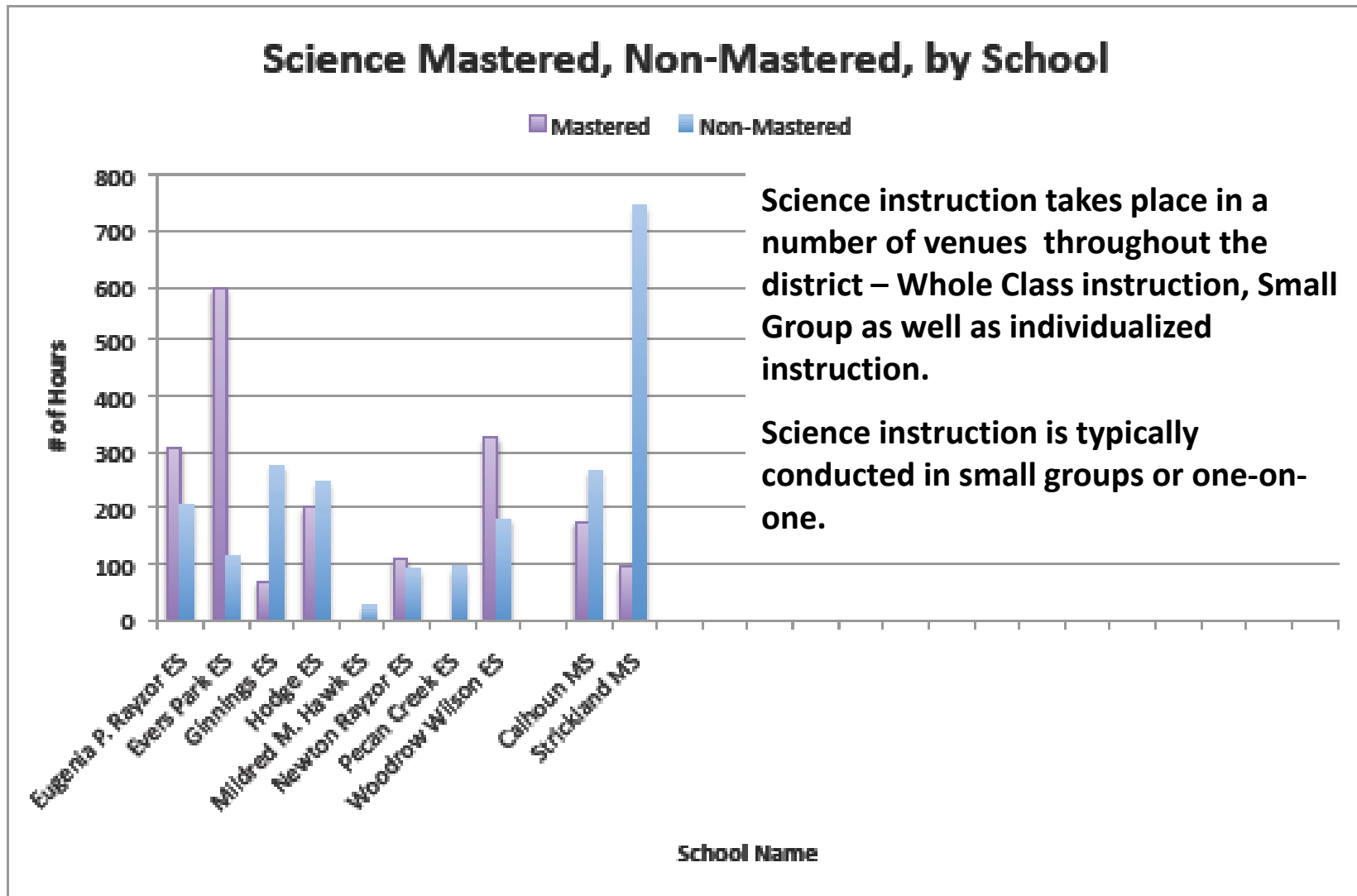
3. Integrate Classworks into daily instruction so that student have opportunities to use technology for individualized learning.

- 23 schools integrated Science into their instructional technology program.
- 6 campuses assigned language acquisition level appropriate instruction to their students.

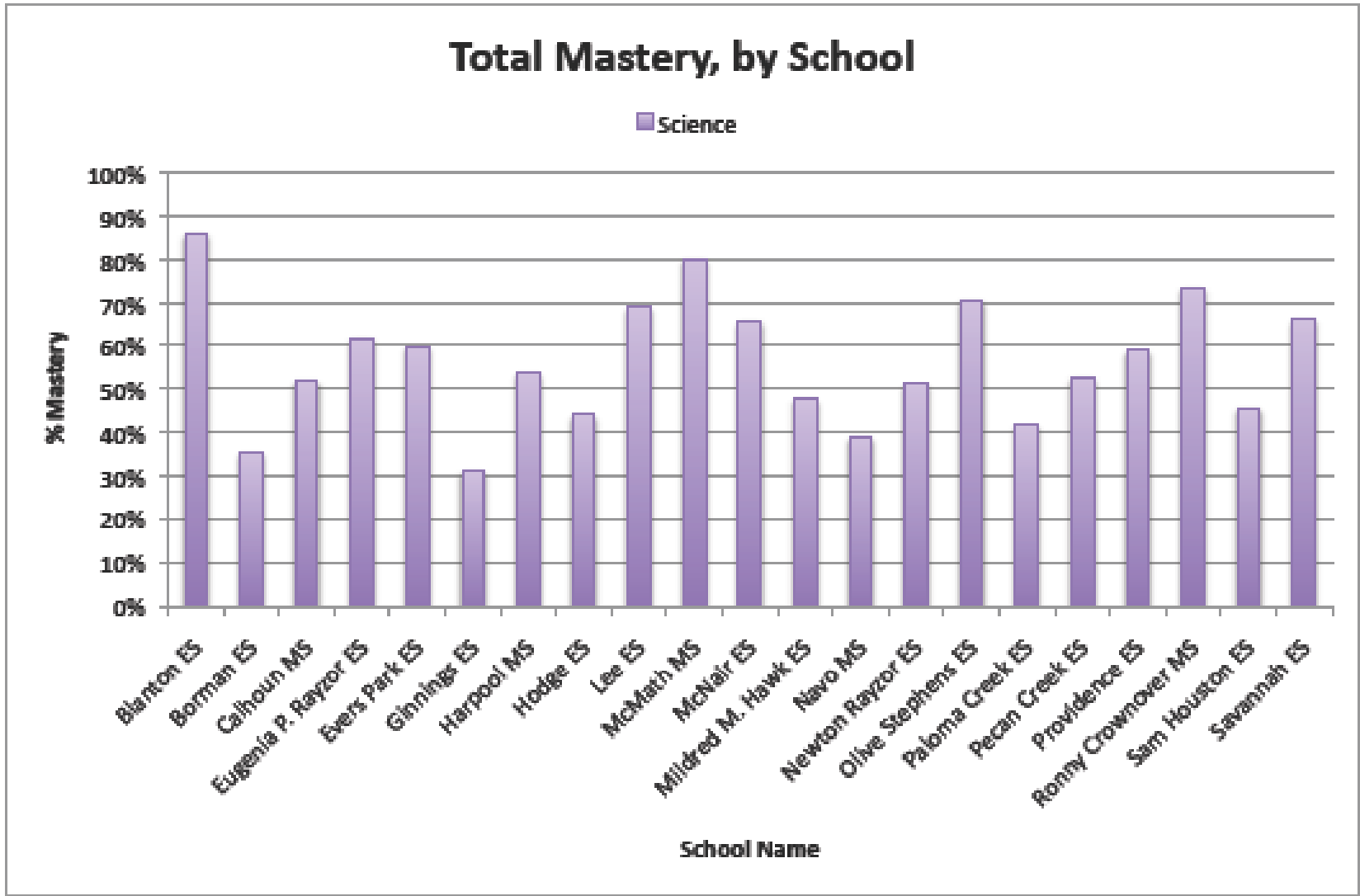
Implementations Demonstrate Effective Integration:

- Campuses selected specific target populations for Classworks instruction:
 - English Language Learners
 - Co-Teach instruction implementation for LEP
 - ESL Math in-class support for ELL/LEP students
 - ESL Reading instruction
 - SpEd in-class support
 - Co-Teach instruction implementation for SpEd
 - Economically Disadvantaged
 - Targeted instruction for students who were unsuccessful after the first administration of Math/Reading/ELA TAKS
- Specific subject area instruction was employed in Language Arts, Math, Science and Language Learner instruction where appropriate for:
 - Reading Recovery
 - Literacy Groups
 - Accelerated instruction
- Classworks instruction took place throughout the district in a variety of settings:
 - Whole group instruction
 - Small group pull-out programs
 - Rtl – at all tiers
 - One-on-one tutoring
 - Before and After School Tutoring
 - SSI tutoring for Math/Reading
 - Math/Science Advisory rotation
 - Collaboration among Math/Science instructors to determine students who required targeted in-school support

Support for core subjects: Science

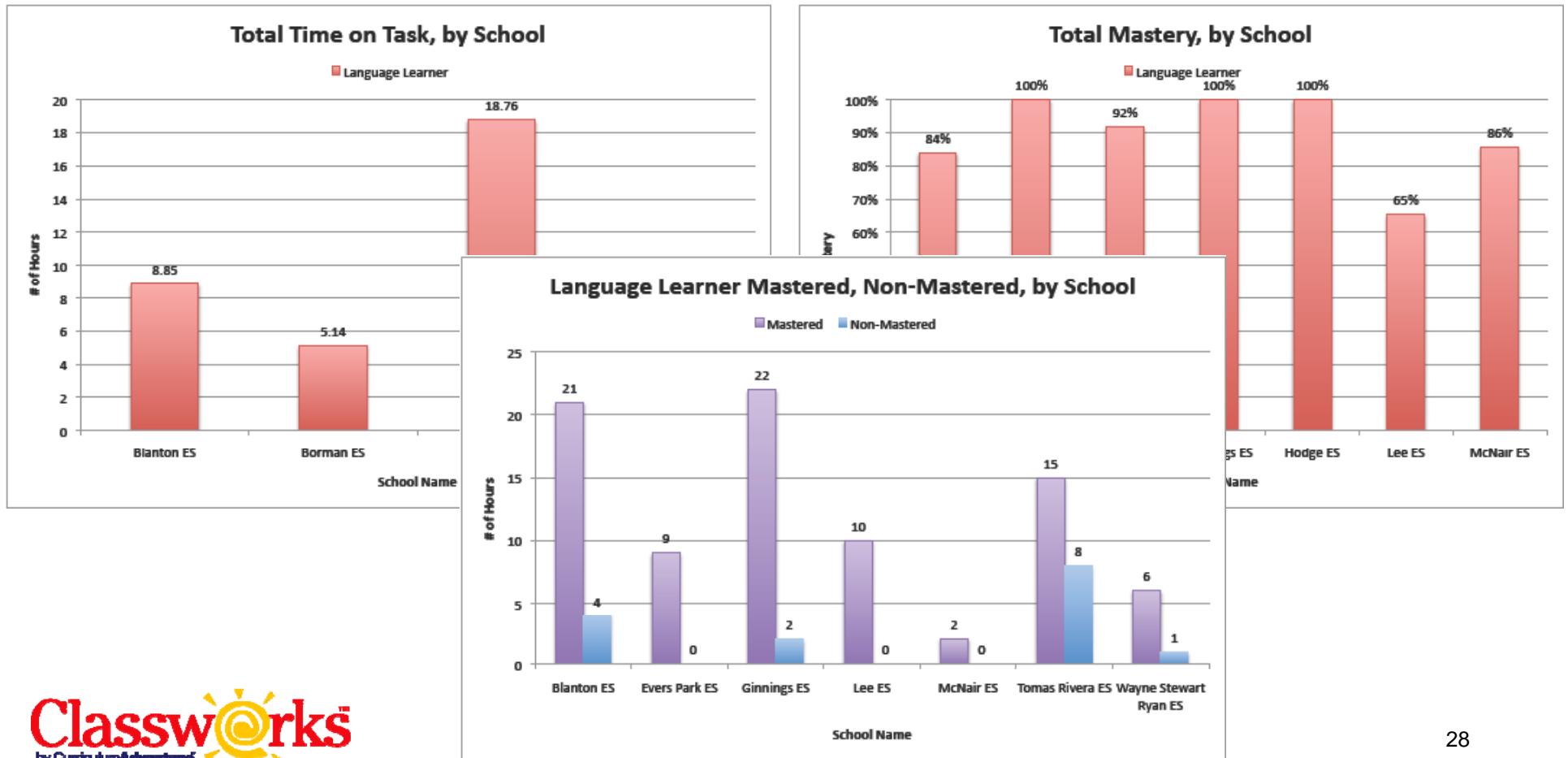


23 Schools added Classworks Science to their instructional technology curriculum



Six campuses added Language Learner to their instructional technology programs

- English Language Learners at six campuses integrated level appropriate Language Learner instruction into their lab schedules. Students were engaged in language acquisition instruction based upon individual needs.



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Challenges / Solutions

“Classworks has been a huge asset to my Math Accelerated classroom. It allows me to individualize instruction like NEVER BEFORE. In order to accomplish what Classworks does for me and my students with just a few clicks, I would have to make about 40 different lesson plans after hours of analyzing their passed test data to find “gaps”. I used Classworks daily quickly changing lessons to support what was being assigned in their regular math class as well as address individual needs.”

– Misty Richardson, Math Department Head (Harpool MS) –

Overcoming Challenges Together

Challenge

Technical Challenges:
Speed and SIF

Solution

- 14 Content Devices were installed in February to resolve issues.
- Denton ISD's SIF agent updated to also integrate sub-population information. Targeting students is much easier now.

Overcoming Challenges Together

Challenge

Inability to isolate results for target students

Solution

- District administrative team members have been identified who will work directly with individual campuses to identify target students so that they can be easily monitored.
- Curriculum Advantage is releasing new Reports this Fall:
 - Instruction and Assessment: Progress monitoring
 - Performance against TX State Standards
 - Mastery at the activity level
 - Student Grouping

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2010-2011 – Moving Forward

“Classworks is an excellent way to integrate technology with the state’s curriculum. My students enjoyed playing games while practicing their skills.”

- Sarah Wantland, 4th Grade Teacher (Lee Elementary) -

Increase services to target populations

Recommendations for Fall 2010

1. Identify and tag target student populations at the beginning of the school year using Classworks FIND Universal Screener.
2. Total number of identified students in target groups should be less than 20% of the overall campus population.

- Classworks is committed to providing on-site professional development, and on-going coaching and mentoring throughout the district.
- Training in the effective use of reports to easily track and monitor progress for target populations will be integrated.
- Coaching and Mentoring will focus on making appropriate instructional adjustments based upon individual student need.

Sneak Peek: Creating and Managing Custom Groups

Create Group
CLOSE X

Group Name:

Users: Add/Remove

Last Name	First Name	District ID
Results per page: 25 <Back 1		
Aguilar Siguenza	Alondra	892348
Allison	Oscar	117524

Managing Groups - Add/Remove Users from Target Students
CLOSE X

Current Users of Group: Target Students

Last Name	First Name	District ID
Results per page: 25 <Back Next>		

Search & Add to Group

Narrow Search by Last name: Reset Search

Refine Search

Search Results:

<input type="checkbox"/>	Last Name	First Name	District ID
Results per page: 25 <Back 1 Next>			
<input type="checkbox"/>	Aguilar Siguenza	Alondra	892348
<input type="checkbox"/>	Allison	Oscar	117524
<input type="checkbox"/>	Alvarez	Jose	117433
<input type="checkbox"/>	Anderson	Joseph	897234
<input type="checkbox"/>	Bingham	Bradley	117499
<input type="checkbox"/>	Crouch	Michael	89798

Add Users to Group

Cancel
Save

Increase services to target populations

Recommendations for Fall 2010

3. Provide additional before and after school instruction for target students. Increase usage during pull-out programs for SWD, ELL and RtI instruction. In addition, in the classroom, incorporate small group and whole-class instruction on a broader scale throughout the district.

- Increase Classworks usage with available classroom technology – LCD projectors, Interactive whiteboard, computers in the classroom, etc.
- Recommend active use for target students to increase time on task to 90 minutes a week, per subject.

Inform Instruction with Expanded Use of Assessment

Recommendations for Fall 2010

4. We recommend expanding the use of Universal Screeners, K-8, for pre/post readiness assessment to identify target students, throughout the district.
5. Employing the use of formative/summative assessments throughout the school year to generate level appropriate Individualized Learning Paths based upon each student's need.

Better utilize Language Learner Software

Recommendations for Fall 2010

5. Six schools opted to add English Language Learner instruction to their lab schedules. We recommend expanding the use of Language Learner instruction into ESL, SWD and Early Reading programs throughout the district. This will provide grapheme/phoneme instruction for students, regardless of grade level. In addition, Language Learner provides level appropriate fluency instruction, high frequency vocabulary instruction and text comprehension for students reading below the third grade level.

- District training, in the effective use of Language Learner, is being scheduled this fall for lead teachers. Follow-up coaching and mentoring will be conducted, by Classworks Implementation Managers, at individual campuses throughout the school year.

Increase the use of effective progress monitoring by actively reassigning or differentiating instruction for un-mastered skills

Recommendations for Fall 2010

6. Several teachers actively monitored student progress on a daily basis by reassigning or differentiating individualized instruction, as needed. According to studies conducted by Classworks, approximately 35-40% of un-mastered instruction should be differentiated. The decision to re-assign units should be based upon individual student performance. In some cases, assigning remediation within the unit is sufficient. However, for some students, introductory skills may be needed to aid mastery. For example, the use of multi-grade level instruction or by isolating building block skills, may be better suited for the student.

- Your Classworks Implementation Managers will provide training in effective progress monitoring and best practices at individual campuses throughout the school year.

Summary of 2010-2011 Recommendations:

- Identify target students, no more than 20% of the student population
- Group students in Classworks for easy tracking
- Integrate Formal assessments –
 - Universal Screeners to determine student readiness and make informed decisions
 - Benchmarks for on-going assessment throughout the school year
- Integrate Classworks into Whole Group, Small Group, Classroom and Extended instruction
- Expand Language Learner instruction into ESL, SWD and Early Reading programs

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Classworks™ by Curriculum Advantage

Appendix

“We, Classworks and I, are a great team and it is only going to get better....way better, as there is still so much to learn about it. Keep the in-services coming.”

- Misty Richardson, Math Department Chair (Harpool Middle School) -

Schools with Classworks

- **Elementary Schools:**
 - Blanton Elementary School
 - Borman Elementary School
 - Eugenia P. Razor Elementary School
 - Evers Park Elementary School
 - Ginnings Elementary School
 - Hodge Elementary School
 - L.A. Nelson Elementary School
 - Lee Elementary School
 - McNair Elementary School
 - Newton Rayzor Elementary School
 - Mildred M. Hawk Elementary School
 - Olive Stephens Elementary School
 - Paloma Creek Elementary School
 - Pecan Creek Elementary School
 - Providence Elementary School
 - Sam Houston Elementary School
 - Savannah Elementary School
 - Tomas Rivera Elementary School
 - Wayne Stewart Ryan Elementary School
 - Woodrow Wilson Elementary School
- **Middle Schools:**
 - Calhoun Middle School
 - Harpool Middle School
 - McMath Middle School
 - Navo Middle School
 - Ronny Crownover Middle School
 - Strickland Middle School
- **Alternative Schools**
 - Lester Davis School

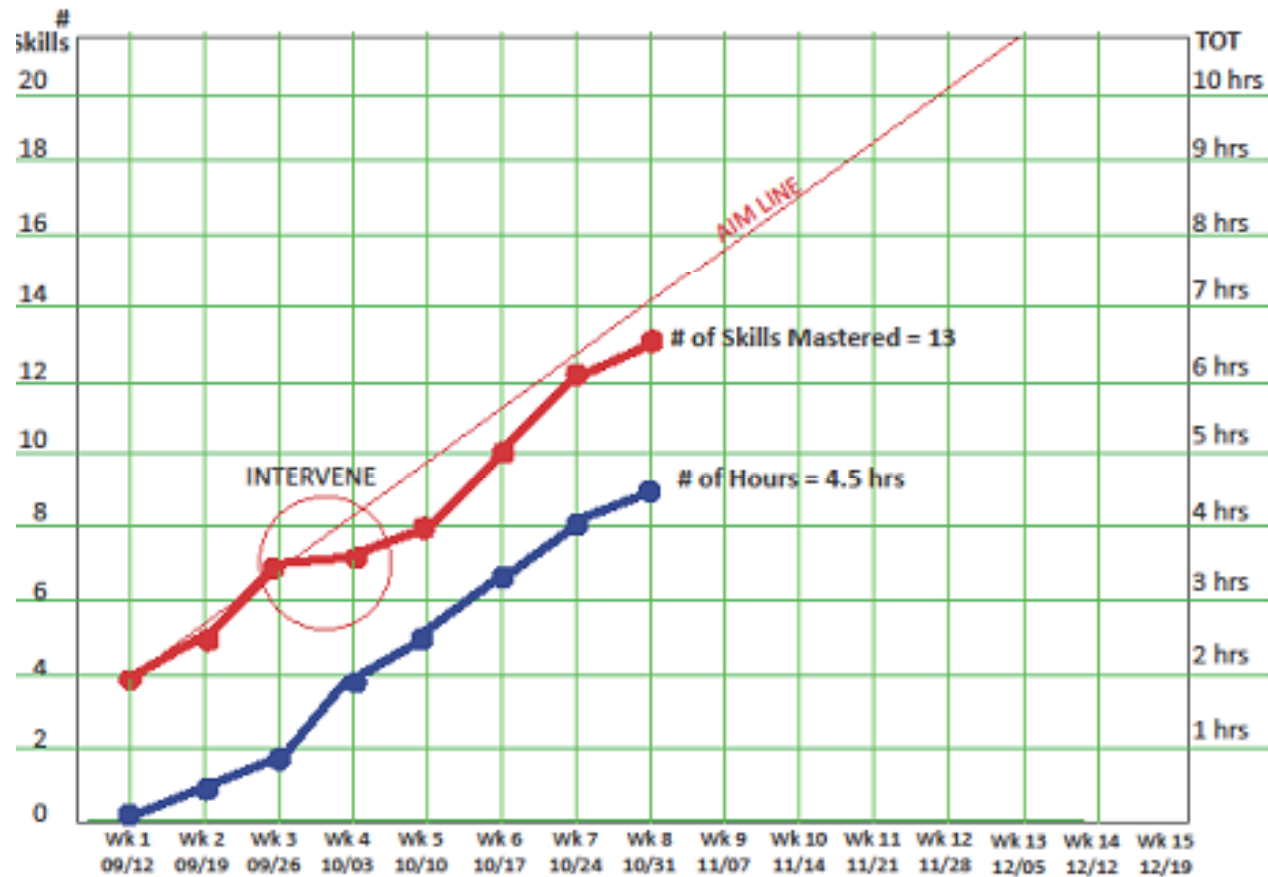
Sample of Classworks Instruction Results Report: Progress Monitoring

Skills Snapshot Results: Progress Monitoring
Mrs. Jones Classworks ILP



Report on: Smith, John
Teacher: Mrs. Jones
Grade: 4th
of Skills Tested: 20
Date Range: Results from 9/12/09 to 12/19/09
Date: 11/2/09

Progress on Skills Mastered: 13 mastered, 7 more to be completed



Sample of Classworks Assignment Results Report

Assignment Results
[Mrs. Jones Reading Assignment]



Report on: Mrs. Jones 4th Grade Class

Assignment Nickname: [Teacher's nickname]
School: Maybright Elementary
Number of Students working in assignment: 21
Date Range: scores within date range
Date: May 15, 2010

Student: [Last Name, First Name]

Unit #	Activities	Activity Score			Quiz / Unit Score		
		Score		Total Time	Score		Total Time
59	Using the Direction Words Left and Right Mini-Lesson			05:05		80%	05:05
72	Identifying the Beginning, Middle and End of a Story Mini-Lesson		80%	25:25		65%	03:05
	Ugly Duckling - Plot		80%	05:05			
	Peter Rabbit - Plot						
	- Attempt 1 (not in avg.)		20%	05:05			
	- Attempt 2 (not in avg.)		40%	05:05			
	- Attempt 3 (in avg.)		80%	05:05			
	Quick Quiz		80%	05:05		65%	03:05
55	Introducing Capital Letters Mini-Lesson		80%	10:10		87%	05:05
	Capitalization is Fun		-	05:05			
	Quick Quiz		80%	05:05		87%	05:05
34	Introducing Setting Mini-Lesson		60%	15:15		80%	05:05
	City Mouse and Country Mouse (Story)		40%	05:05			
	City Mouse and Country Mouse (Puzzle)		80%	05:05			
	Quick Quiz					80%	05:05
	Overall Assignment Score		71%	40:20		78%	23:25

PROFICIENT = 70%



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“My students really enjoy working with Classworks. Most of the work they do is in English and I thought it would be a problem. It hasn't been though and my students feel challenged. I love to see their faces when they accomplished something they thought they couldn't do.”

-- A. Michelle Farias Renovato, 2nd Grade Teacher (Lee Elementary) --