



Teacher Description of EducationWorks Affect on Students  
2008-2009

At the end of each school year, teachers are given questionnaires to report on the behavioral and academic changes they observed with their students who attended EducationWorks' programs.

**Student Case Studies**

Each teacher was asked to select a student s/he believes responded particularly well to participating in an EducationWorks program. The teacher first described the child's personal and social characteristics at the beginning of the school year and then is asked to answer in what ways (academically, socially, behaviorally, etc.) the child responded to EducationWorks and why this may be the case. Below are several of individual case studies of eight students who teachers thought were positively affected by participating in EducationWorks programs. According to the teachers' responses, students seemed to benefit most from the smaller reading groups and one-on-one attention provided by EducationWorks.

*CASE A – Frankford High School student*

The student was quiet, polite, but had poor attendance.

EducationWorks provided one-on-one help on a daily basis that was aligned with the academics taught earlier the day in class.

The student now sits in the front of the classroom, volunteers to work on the board, completes assignments and has improved confidence. Attendance and academic performance have improved because of the extra attention.

*CASE B – Frankford High School student*

The student had difficulty concentrating in large groups and his ability to focus during class time was limited. This student had the tendency to yell out in class and to display inappropriate behavior.

EducationWorks provided many interventions, such as working in guided reading groups, assisting with class work, offering advice and guidance to students who were upset or having a bad day.

Having the ability to work one on one with an adult really benefited the student. He was able to focus and complete in class work and a few homework assignments due to attending tutoring sessions. The student's inappropriate behavior in class also declined due to his work with EducationWorks.

*CASE C – Bartram High School student*

The student is severely behind due to having been kept out of school for two years. This student copes with low self-esteem and confidence in mathematics. There is no attempt to socialize and interact much with the other students in the class.

EducationWorks provided additional support for the student with extra help on independent practice in the classroom. The student needed things explained in greater detail and reiterating particular instructions and skills.

EducationWorks' support has brought about positive changes in the student in terms of overall academic, social and demeanor. The student has responded well to the extra one-on-one attention and test scores have increased. Socially, the student also seems more comfortable in the classroom setting.

*CASE D – Frankford High School student*

The student was loud, unfocused, and very bright but needed redirection.

EducationWorks provided personalized attention to this student in a subject area that was of particular interest. EducationWorks worked with the student individually on many subjects, particularly with poetry. This individual assistance really focused and challenged [the student].

The change was like night and day! The student came in eager to show the EducationWorks Core Member her work from the prior day. The student really bonded with the EducationWorks team member over Poetry and would even meet before class to review her work. The student became more focused and relaxed when working with EducationWorks.

*CASE E – Frankford High School student*

This student was quiet, withdrawn, made no eye contact, did not speak or interact with others, and was always looking down with a “hoodie” drawn over the head.

EducationWorks provided one-on-one attention and really encouraged the student to work on a high achieving level. The EducationWorks Corpsmember chatted with the student every day and after several weeks, [the student] really opened up and [would] speak to adults and other students.

The student has really opened up and cannot wait to come to class and work. The student really beams with excitement and has developed a love of reading and discussing authors and stories. The student's whole life has changed because of the personal interaction with EducationWorks. This student now speaks with teachers and classmates, makes eye contact, asks for what he needs and has developed self-worth, which is a wonderful thing to see – like a spring flower opening to the sun. All of this was possible because someone cared about the student as a person...and that matters!

*CASE F – University City High School student*

This student was at first very shy and timid to ask for help and advice. The student's performance in class was average and interaction with other students was minimal.

EducationWorks connected in such a positive way for this student that trust was established and confidence was instilled. The EducationWorks Corpsmember worked one on one with the student, providing additional in-class and homework instruction

The student and EducationWorks Corpsmember make a great student/teacher team! Academically, this student's grades rose higher and higher as the school year progressed because of the one on one interaction provided to this student. Socially, this student mastered the material and would then tutor a small group of students in class. The student became motivated and the program really captured the best interests of this student's needs. The student now brings energy and smiles to everyone.

*CASE G – Olney East High School student*

The student was quite rebellious, ignored teachers and other students, and was uncooperative, rude and impolite. The student was not motivated to provide the best academic performance in class.

EducationWorks provided the student with personal attention, listening to and understanding concerns. In terms of academics and behavior, the program developed an action plan and successfully implemented it.

The student is now devoted to learning, is courteous and accepts and listens to instructions. Grades have improved drastically. EducationWorks has helped improve the morale and self-esteem of the student...[and] capable of achievement.

*CASE H – Ben Franklin High School student*

The student began the year as a quiet, unassuming special education student, preferring to blend into the background unnoticed.

EducationWorks provided the student with the attention and academic instruction and assistance that enabled the student to excel in class. The program worked with the student with much patience, persistence, and personal attention; interacting with the student and teachers on multiple levels.

The student's behavior and academic performance have now drastically improved! The student began to care and self monitor class performance. Class participation has increased dramatically with the student expressing a desire for a high grade and wanting to display the knowledge of how to achieve goals now.