

# Studying our Way to Success

## Targeted Studying for Better Performance

### Abstract

**FOCUS:** Individualized goals for the program's students. *Students* would choose a topic they wanted to focus on.

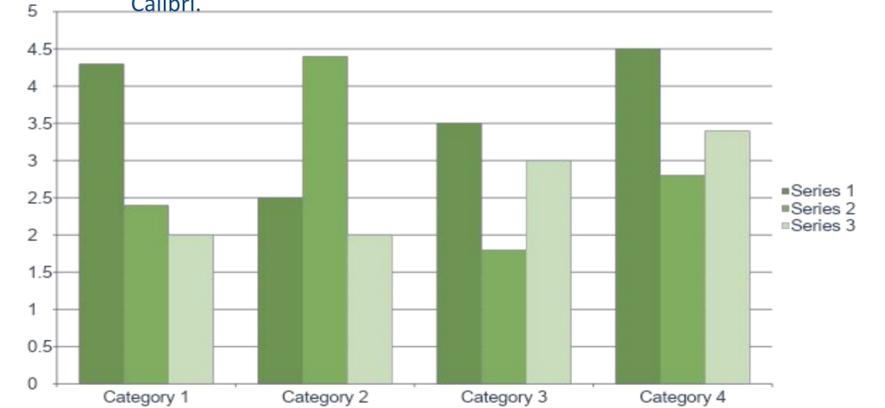
**STRATEGY:** Analyze data collected from practice tests to target areas needing improvement. Adding value by providing a more individualized learning experience that transforms weaknesses into areas of strength.

### Product Description & Motivation

**THE APPROACH:** Our goal was to create a product that students could work on with instructors and/or independently.

- Our students' needs varied which required a more individualized experience (think differentiated instruction).
- Our overarching goal was to increase MSG and GED® attainment. While we are still working on meeting our annual target, the implementation of individualized instruction has helped to improve student outcomes.

Chart 1. Label in 30pt  
Calibri.



### Introduction

**CHALLENGE:** Since our team serves an array of students, the team wanted to create a product that would meet the needs of individual students.

**SOLUTION:** Create worksheets targeting specific topics—to allow the product to meet student needs as they arise. This allowed us to fine tune our practice—particularly in the correctional facilities—because we can set up each individual with something specific that they need to work on and then work with each student in a one-on-one setting.

The way we approach this is giving the student a practice GED test. From that we draw data to see what specific area of that content they need to work on. After that we give them a worksheet that has simple terms and directions, as well as practice problems. After they complete it independently we work with them to go over and check their work.

### Baseline & Goal

#### Timing is everything!

- Demonstrating Product impact in FY 22-23 was complicated by the delay in hiring the new program director—which occurred *after* PLC Sprint 1 work concluded.
- The Nelson PLC footprint also changed in FY 22-23—a new fiscal agent (Nelson BOE) and county configuration (Nelson, Meade, Marion, & Washington—with Grayson moving to Heartland).
- In spite of changes...performance progress made—increases in *enrollment* and *GED® attainment* while building new IETs and WPLs to increase MSG attainment for the future—two already approved—Paraeducator & CPR.

### Discussion

Our PLC had a late start—January 2023—primarily because of the special circumstances our consortium faced this year. We began preliminary work in mid-October by exploring ways to grow our newly assembled consortium. Based on the data, Nelson has increased enrollment, GED attainment, and more modestly, MSGs—all of which have positively impacted our program ranking.

### Results

- Our goal was to implement these worksheets along with individualized instruction to meet our GED and MSG targets.
- We began implementation of these worksheets in December working to meet the individual needs of clients.
  - Results, while encouraging, will not meet current targets. with the fine tuning, continued use, and refinement during the next fiscal year, Nelson will be better positioned to achieve its targets.

### Conclusions

- The product created a great opportunity to connect with students on a more personalized and individualized level.
- In the corrections setting, this provided a great opportunity to give students homework based on their needs, and a way to follow up with them during the next class when we went over their work with them.
- Individualized worksheets allowed students to work independently while still continuing to prepare them with the material they needed to have.

Table 1. Label in 30pt

Item	Heading	Heading	Heading
Item	800	790	4001
Item	356	856	290
Item	228	134	238

### References & Acknowledgements

**Acknowledgments:** A really special thanks to Daphne Atkinson our PLC coach for her patience and willingness to help... A LOT!