

Demonstration Classrooms



Demonstration classrooms (“Demos”) are re-envisioned professional development platforms and tools that offer school leaders and educators a chance to observe evidence-based instructional practices in real-time, with an opportunity to debrief what they saw and discuss how they can incorporate the practices into their own schools and classrooms.

Evidence-Based Intervention

Closing achievement gaps for students with disabilities requires strategic investments in evidence-based interventions and programs that have a track record for proven results. This classroom puts evidence-based intervention at the forefront, as an embedded component of the Multi-Tiered Systems of Supports (MTSS) required to change the trajectory for all kids. The Demonstration Classroom at Thurgood Marshall Academy is a result of a partnership with the Co-op that focused on selecting an evidence-based intervention in both reading and math and putting the mechanisms in place to support implementation of these programs with fidelity.

The Data

Students in the Demo Classroom consistently experience gains, with some students even doubling their expected growth targets annually. In SY 24-25, 62% of students in *Read 180* met or exceeded their projected growth targets on NWEA MAP, outperforming national norms by 12 percentage points. Students in *Math 180* showed even stronger growth, with 64% of students meeting or exceeding individual growth targets. As a group, students in *Math 180* achieved almost 200% of their growth target.

Program	% Meeting Growth	Pts above avg	% of Projected Growth Met
MATH 180	64%	▲ +14	200%
READ 180	62%	▲ +12	112%

Avg 50%



Materials

The classroom is outfitted with *Read* and *Math 180* course licenses, student workbooks, classroom libraries and teaching kits, and instructional technologies - including computers, headphones, and speakers.

Training

Teachers receive ongoing training and coaching from expert *Read* and *Math 180* coaches, as well as direct support from the Co-op and its partners at Houghton-Mifflin Harcourt in data collection and analysis.

Infrastructure

The intervention classes are directly embedded into the school's master schedule to allow for consistency in application and implementation.

Let's transform possibility into practice – together.

To get started, visit specialedcoop.org/programs/demo-classrooms

“For years, schools in the District have grappled with how to serve students with disabilities...We prioritize evidence-based interventions because our students do not have time to wait for us to guess and hope something will work. Each [student] needs positive outcomes right now.”

Raymond Weeden, Executive Director, Thurgood Marshall Academy