

Bowling Park Elementary School

NORFOLK PUBLIC SCHOOLS
NORFOLK, VIRGINIA

SCHOOL PROFILE

560 STUDENTS, GRADES PRE-K TO 5
85% Free/Reduced lunch
99% African American

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Home Deployment Model in Pre - K
- Reading Focus
- Title I School-Wide Program

RESEARCH INSTRUMENTS

Peabody Picture Vocabulary Test (PPVT)
High Scope™ - Child Observation Record (COR)

RESEARCH TIME FRAME

2002-2003 School Year

SIGNIFICANT GAIN DEMONSTRATED IN LITERACY SKILLS BY PRESCHOOL STUDENTS

DURING THE 2002-2003 SCHOOL YEAR, PRESCHOOL STUDENTS AT BOWLING PARK ELEMENTARY SCHOOL POSTED A SIGNIFICANT AVERAGE NORMAL CURVE EQUIVALENT (NCE) POINTGAIN OF 11.75 ($p=.005$) IN LITERACY SKILLS AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (PPVT). ADDITIONALLY, THE STUDENTS ALL MET EXPECTED GAINS ON THE SPRING ADMINISTRATION OF THE HIGH SCOPE™ - CHILD OBSERVATION RECORD (COR).

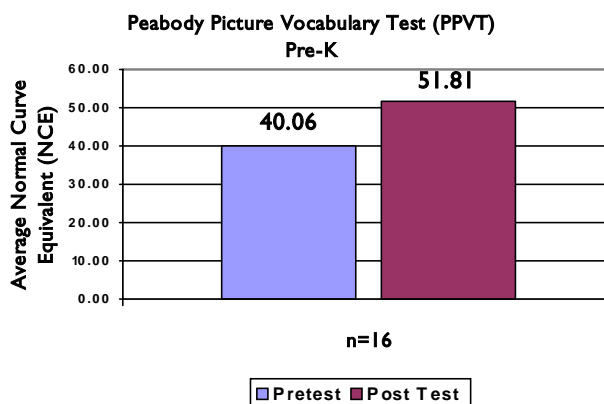
THE SCHOOL EXPRESSED THE FOLLOWING DESIRED OUTCOMES FOR STUDENTS PARTICIPATING IN THE LIGHTSPAN ACHIEVE NOW™ PROGRAM: 75% OF STUDENTS WILL IMPROVE LITERACY SKILLS AS MEASURED BY THE PPVT; 75% OF STUDENTS WILL MEET THE SPRING EXPECTED GAINS FOR THE COR. A COMPARISON OF PRE- AND POST-TEST NCE SCORES REVEAL THAT 81.25% OF PARTICIPATING STUDENTS MADE PROGRESS ON THE PPVT. MOREOVER, THE STUDENTS NOT ONLY MET EXPECTED GAINS ON THE SPRING COR, ALL POSTED POINTS THAT EXCEEDED THE BENCHMARKS.

BOWLING PARK ELEMENTARY USED TITLE I FUNDS TO IMPLEMENT LIGHTSPAN ACHIEVE NOW IN ONE PRESCHOOL CLASSROOM. THE LIGHTSPAN STANDARDS-BASED CURRICULUM WAS USED IN THE CLASSROOM AND AT HOME THROUGHOUT THE SCHOOL YEAR TO PROMOTE AND REINFORCE EARLY LITERACY SKILLS. FAMILIES OF PARTICIPATING STUDENTS WERE ENCOURAGED TO BE ACTIVELY INVOLVED IN THEIR CHILD'S LIGHTSPAN LEARNING EXPERIENCES.

QUANTITATIVE AND QUALITATIVE DATA WERE COLLECTED TO EVALUATE STUDENT ACHIEVEMENT GAINS AND PROGRAM EFFECTIVENESS: THE PPVT AND COR WERE ADMINISTERED TO STUDENTS BEFORE AND AFTER THE LIGHTSPAN ACHIEVE NOW IMPLEMENTATION. ADDITIONALLY, QUESTIONNAIRES WERE DISTRIBUTED TO TEACHERS AND FAMILIES AT THE END OF THE PROGRAM FOR FEEDBACK ON THE LIGHTSPAN EXPERIENCE.

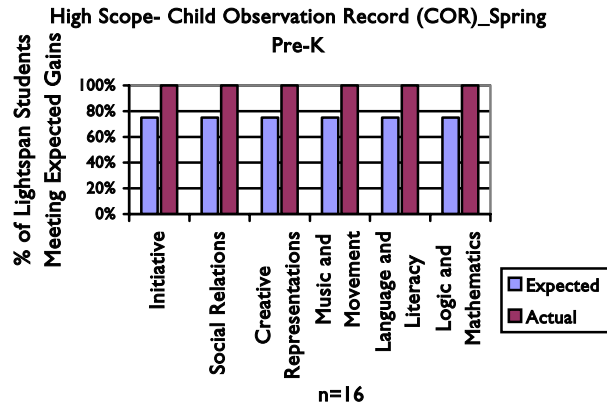
Strong gain in literacy skills by preschool students

On the PPVT, preschool students using Lightspan Achieve Now curriculum moved from a group average of 40.06 NCE points at pretest to 51.81 NCE points at post test, a statistically significant gain of 11.75 ($p<.01$) NCE points. At the individual level, 81.25% of students showed improvement in literacy skills, when pre- and post-test results were compared.



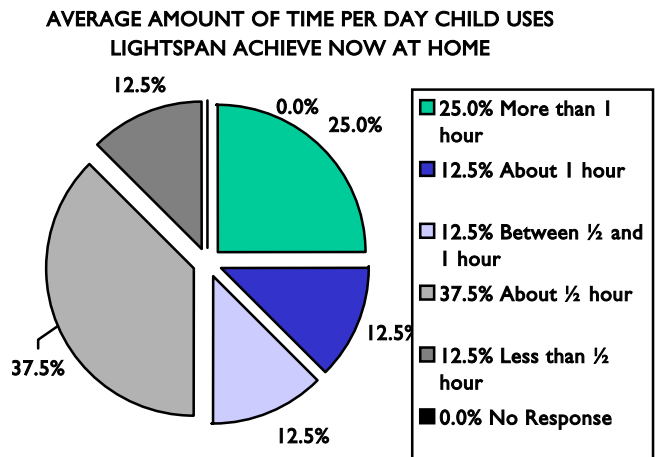
Spring gain expectations met by all students

The school expected 75% of participating preschool students to meet the COR spring benchmarks. The students all met the benchmarks and exceeded expected gains, as well, in the tested areas of Initiative, Social Relations, Creative Representations, Music and Movement, Language and Literacy, and Logic and Mathematics.



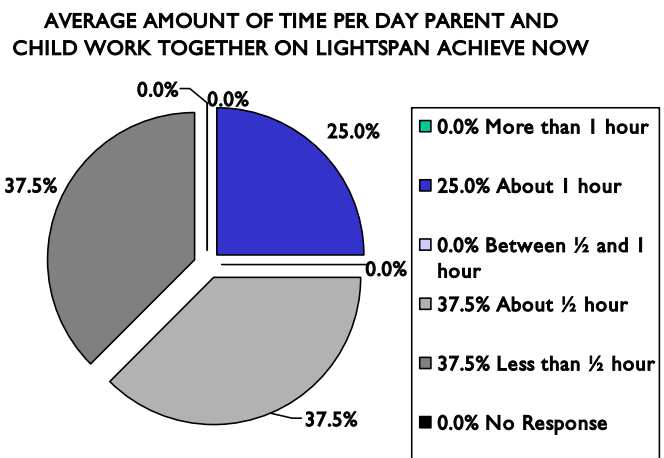
Lightspan Achieve Now extends the learning day

A majority of the families of Lightspan students reported an extension of their child's learning day that served to replace other activities, particularly, the viewing of television programs (62.5% of 8 family respondents). Of the families, 87.5% reported that on average their child dedicated about 30 minutes or more per day toward using Lightspan Achieve Now at home.



Family involvement in schoolwork

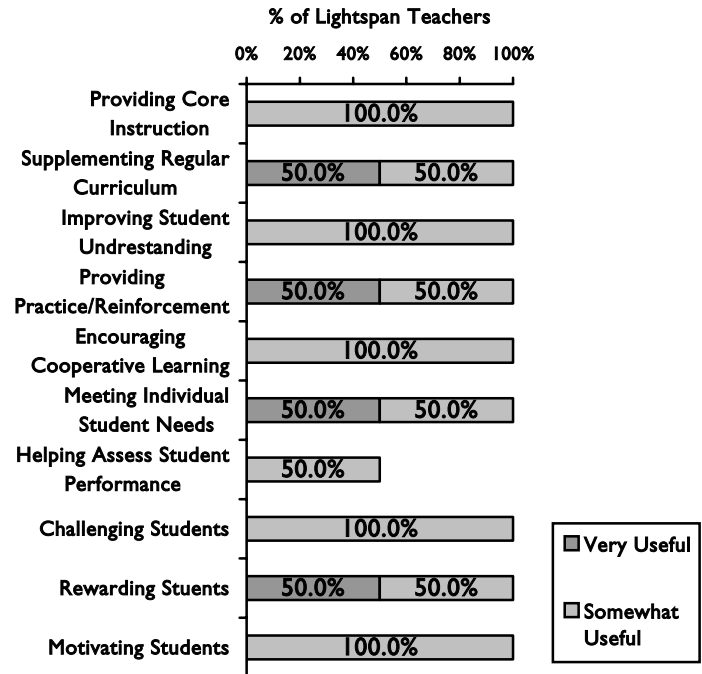
Many of the families (62.5% of 8 family respondents) reported averaging about 30 minutes, or more, per day working with their child on Lightspan Achieve Now at home. Additionally, 50.0% of the families reported an increase in the amount of time they spent working or talking with their child about schoolwork, since having Lightspan Achieve Now in the home.



Teachers report effectiveness of the Lightspan program

Two participating Pre-K teachers at Bowling Park Elementary responded to the teacher questionnaire. Results from the questionnaires showed that both teachers felt that Lightspan was useful in providing core instruction, supplementing the regular curriculum, improving student understanding, providing practice and reinforcement on learning concepts/skills, encouraging cooperative learning, meeting the individual needs of students, and challenging, rewarding, and motivating students. The teachers reported that Lightspan had increased the motivation and interest of students toward class work, and that the students' overall reactions to the Lightspan program were very positive.

TEACHERS REPORT THAT LIGHTSPAN IS EFFECTIVE



Bowling Park Elementary School Program Background

Bowling Park Elementary, a School-wide Title I school, is located in the city of Norfolk, Virginia. The school serves a population of 560 students in Pre-K through fifth grade.

Bowling Park Elementary began implementing the Lightspan Achieve Now™ program in one Pre-K classroom in the spring of 2002. The focus of the program is developing early literacy skills for students and involving families actively in early literacy experiences. In the classroom, the implementation has enhanced the ability of the teacher to integrate technology, provide small group instruction, and foster independent literacy growth in a learning center format. Lightspan Adventures® are sent home with preschool students each week to reinforce classroom learning, and students are encouraged to explore the learning activities three times per week.

A Lightspan consultant provided professional development and site support to the school emphasizing alignment of the Lightspan Achieve Now resources to the school and district goals for improving literacy. Family Involvement events were held twice during the school year. The initial meeting was designed to familiarize parents with the program, review goals and expectations for the year and distribute Lightspan Achieve Now materials. The final family event was designed to celebrate successes, receive feedback from families, and collect materials.

Results of the preschool implementation were measured by fall and spring administrations of the Peabody Picture Vocabulary Test (PPVT) and the High Scope™ Child Observation Record (COR), as well as teacher and family surveys. Through Lightspan, access to technology has been made available in an equitable manner for all Title I students. Furthermore, the Lightspan program involves families in their children's education, links families to the school, and motivates student learning at school and at home.



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