

Community Elementary School

BEDFORD COUNTY DISTRICT
SHELBYVILLE, TENNESSEE.

SCHOOL PROFILE

350 K-6 Students

44% Free/Reduced Lunch
95% White
3% Hispanic
2% Black

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Lightspan Achieve Now Lab Model
- Lightspan Achieve Now, The Lightspan Network and Lightspan Reading Center
- Title I Grades 1-3, Began August 2002
- Reading/Mathematics focus

RESEARCH INSTRUMENTS

Tennessee Comprehensive Assessment Program
Lightspan Progress Test

RESEARCH TIME FRAME

2002-2003 School Year

STUDENTS USING LIGHTSPAN™ PRODUCTS REVEAL SIGNIFICANT GAINS IN TOTAL READING ON THE LIGHTSPAN PROGRESS TEST

DURING THE 2002-2003 SCHOOL-YEAR, LIGHTSPAN STUDENTS AT COMMUNITY ELEMENTARY SCHOOL DEMONSTRATED STATISTICALLY SIGNIFICANT GAINS IN TOTAL READING, AS MEASURED BY THE LIGHTSPAN PROGRESS TEST, AN ASSESSMENT DIRECTLY CORRELATED TO THE LIGHTSPAN ACHIEVE NOW CURRICULUM. FIRST-, SECOND-, AND THIRD-GRADE STUDENTS REALIZED AVERAGE TOTAL PERCENTAGE CORRECT GAINS OF 19.93% ($p < .001$), 36.36% ($p < .001$), AND 23.09% ($p < .001$), RESPECTIVELY.

TOTAL READING RESULTS FROM THE TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP) WERE MIXED. SPECIFICALLY, THIRD-GRADE STUDENTS POSTED AN AVERAGE NORMAL CURVE EQUIVALENT (NCE) POINT GAIN OF 1.59 ($p = .455$), WHILE FIRST- AND SECOND-GRADE STUDENTS POSTED AVERAGE NCE POINT LOSSES OF 4.91 ($p = .238$) AND 5.11 ($p = .179$), RESPECTIVELY.

THIRD-GRADE STUDENTS ALSO TOOK THE MATHEMATICS PORTION OF THE LIGHTSPAN PROGRESS TEST AND POSTED STATISTICALLY SIGNIFICANT AVERAGE GAINS OF 40.07% ($p < .001$). THE STUDENTS' TOTAL MATHEMATICS RESULTS FROM THE TCAP WERE ALSO POSITIVE AND SHOWED A GAIN OF 1.16 ($p = .690$) NCE POINTS, WHEN PRE- AND POST-TEST AVERAGES WERE COMPARED.

IT SHOULD BE NOTED THAT MANY OF THE PARTICIPATING THIRD-GRADE STUDENTS WERE ALLOWED HOME DEPLOYMENT OF LIGHTSPAN. THIS COMPONENT IS UNIQUE TO THE THIRD-GRADE CLASS AND MAY SUGGEST EVIDENCE OF A POSITIVE CORRELATION BETWEEN EXTENDED LIGHTSPAN USAGE, SPECIFICALLY, IN THE HOME, AND THE INCREASE IN ACHIEVEMENT GROWTH.

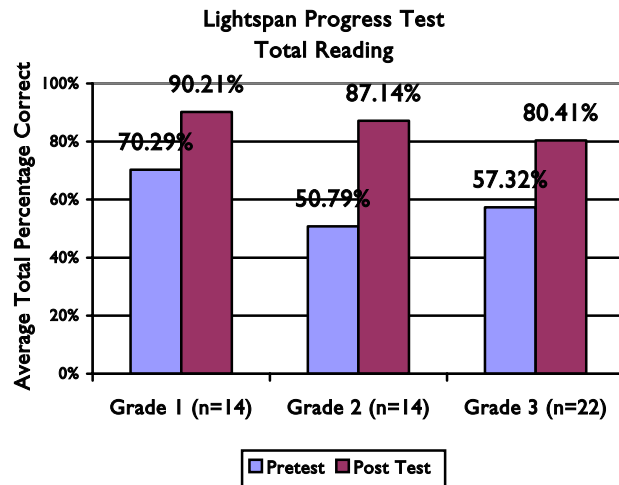
COMMUNITY ELEMENTARY SCHOOL RECEIVED FUNDING FROM TITLE I AND GOALS 2000 GRANT MONIES AND CHOSE TO IMPLEMENT LIGHTSPAN ACHIEVE NOW™, THE LIGHTSPAN NETWORK®, AND LIGHTSPAN READING CENTER™ TO SUPPORT TARGETED STUDENTS IN THE FOCUSED AREA OF READING. THE LIGHTSPAN PRODUCTS WERE ALSO PURCHASED TO ASSIST TARGETED THIRD-GRADE STUDENTS IN THE AREA OF MATHEMATICS AS WELL. PARTICIPATING STUDENTS USED LIGHTSPAN PRODUCTS IN A LAB SETTING OVER THE COURSE OF NINE MONTHS.

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

REPORTED IN THIS STUDY IS THE ACHIEVEMENT GROWTH OF PARTICIPATING LIGHTSPAN STUDENTS WHO TOOK BOTH PRE- AND POST-TESTS OF EACH ASSESSMENT. IN ADDITION, HIGHLIGHTS FROM THE QUESTIONNAIRES ARE ALSO REPORTED IN THE STUDY. RESULTS FROM THE QUESTIONNAIRES ARE REPRESENTATIVE OF ALL PARTICIPATING GRADE LEVELS AND REFLECT THE VIEWPOINTS OF LIGHTSPAN TEACHERS AND STUDENTS.

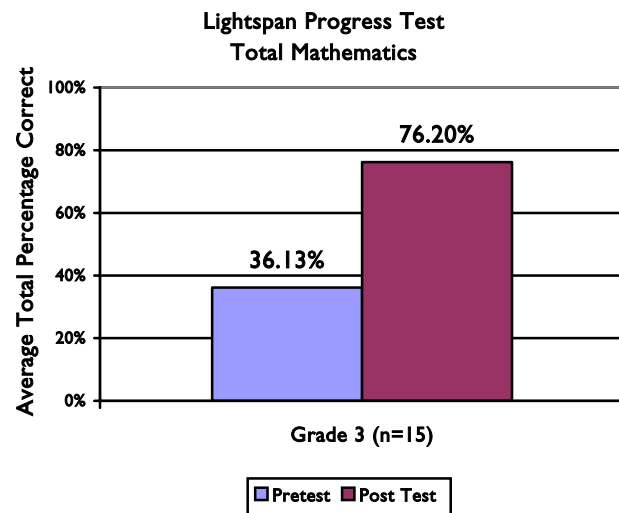
Participating Lightspan students posted significant gains in Total Reading on the Lightspan Progress Test

First-, second-, and third-grade Lightspan students took the Reading portion of the Lightspan Progress Test. Pre- and post- test averages showed statistically significant gains of 19.93% ($p < .01$), 36.36% ($p < .01$), and 23.09% ($p < .01$), respectively.



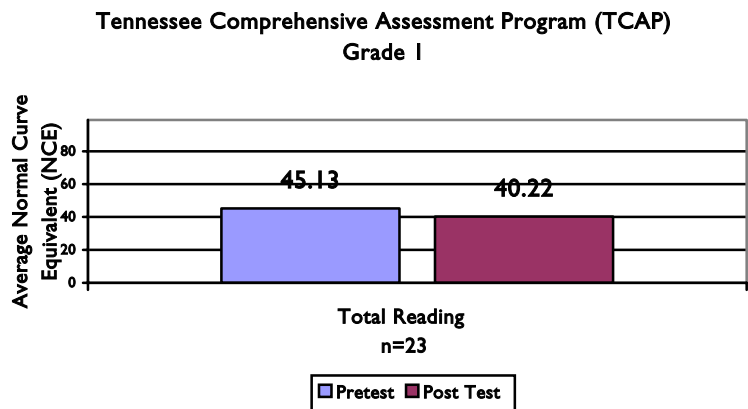
Third-grade Lightspan students posted significant gains in Total Mathematics on the Lightspan Progress Test

Third-grade Lightspan students took the Mathematics portion of the Lightspan Progress Test. Pre- and post- test averages showed statistically significant gains of 40.07% ($p < .01$).



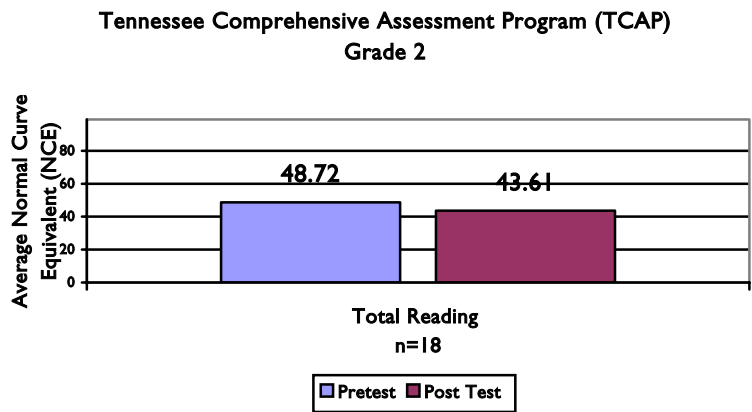
First-grade students posted negative growth in Total Reading on the TCAP

On the Tennessee Comprehensive Assessment Program, first-grade students using Lightspan products realized a loss of 4.91 NCE points in Total Reading, when pre- and post-test averages were compared. However, the loss was not statistically significant.



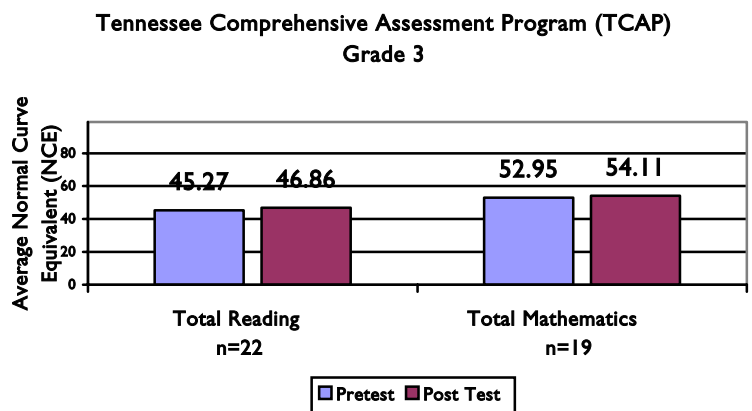
Second-grade students demonstrated negative growth in Total Reading on the TCAP

On the Tennessee Comprehensive Assessment Program, second-grade students using Lightspan products realized a loss of 5.11 NCE points in Total Reading, when pre- and post-test averages were compared. However, the loss was not statistically significant.



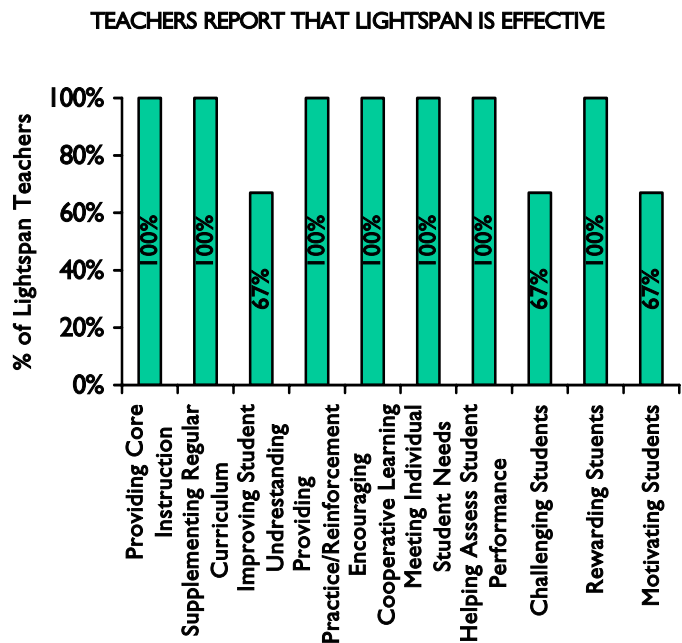
Third-grade students realized significant growth on the TCAP

On the Tennessee Comprehensive Assessment Program, third-grade students using Lightspan products realized average NCE point gains of 1.59 and 1.16 in Total Reading and Total Mathematics, respectively. However, their achievement gains were not statistically significant.



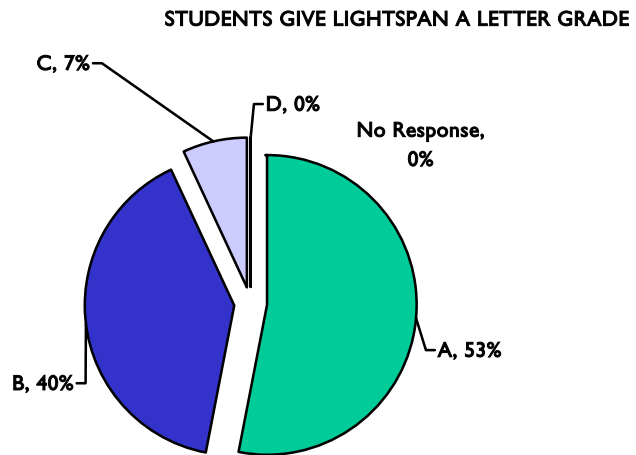
Teachers report effectiveness of the Lightspan program

Three participating teachers (one representing each participating grade level) at Community Elementary responded to the teacher questionnaire. Results from the questionnaires showed that all of the teacher respondents felt that Lightspan was useful in providing core instruction, supplementing the regular curriculum, providing practice and reinforcement on learning concepts/skills, encouraging cooperative learning, meeting the individual needs of students, helping assess student performance, and rewarding students. The teachers responded that Lightspan had somewhat increased the motivation and interest of students toward class work, and that the students' overall reactions to the Lightspan program were somewhat positive.



Students rate Lightspan Achieve Now program

Community Elementary students participating in the Lightspan program were asked to give Lightspan Achieve Now an overall letter grade. Of the 15 students (6 first-graders, 6 second-graders, and 3 third-graders)* who responded to the student questionnaire, 8 awarded Lightspan with an “A” grade. This translates to 53% of student respondents issuing an “A” to the Lightspan program. When asked whether Lightspan made school more interesting, all respondents said “Yes.”



Community Elementary School Program Background

Community Elementary School is a Title I school that is located in Bedford County, Tennessee. It is one of six schools in the district that use Lightspan as part of the Title I curriculum. Community Elementary School serves approximately 350 students in grades K-6. The student population is comprised of 95% Caucasians, 2% African Americans, and 3% Hispanics. Approximately 31% of the student body is eligible to receive free lunch and 11% is eligible for reduced-priced meals.

Implementation of Lightspan Achieve Now, The Lightspan Network, and Lightspan Reading Center in Community Elementary School began in August of 2002, using Title I funds and a Goals 2000 grant. Students in grades 1 through 3 were identified to participate in the implementation according to guidelines in the Federal Title I Grant. The nine-month lab program was designed to increase student achievement in the areas of Reading and Mathematics.

During the implementation of the program, the teachers at Community Elementary School received on-going professional development sessions on the use and implementation of the Lightspan products. Teachers were provided with continuous support, materials, and modeling demonstrations throughout the school year.

Teachers used the results of the Lightspan Progress Tests and Lightspan Reading Center assessments to target student needs and to align instruction to the Lightspan activities. Moreover, the participating teachers created individual student assessment portfolios to help monitor and adjust instructional needs. These portfolios also allowed the teachers to use The Lightspan Network to align learning objectives to the Lightspan Adventures® and other extended instructional tools.

* Note: Per grade level, the number of student respondents comprises a small percentage of the number in evaluation and hence, may not be representative of the population that is in the Lightspan program. Specifically, the percentage of respondents by grade level is 24%, 32%, and 10% for grades 1, 2, and 3, respectively.

Parent Orientation was held for the families of participating third-grade students. During the orientation, families were encouraged to interact with their child during home use of Lightspan Achieve Now. Moreover, families were demonstrated strategies to support their child's learning needs while working together with Lightspan at home.

At the lab, teachers and assistants provided weekly individual and group instruction to participating Lightspan students. The students used Lightspan for 45 to 55 minutes during each session. Additionally, fifteen under-performing third-grade students were identified to participate in home deployment of Lightspan Achieve Now.

To evaluate academic growth and program effectiveness, participating Lightspan students were assessed before and after the implementation using Lightspan Progress Tests. Moreover, the participating students' previous 2002 TCAP scores were collected to compare with their 2003 TCAP scores. Questionnaires were distributed to teachers and students at the end of the program to collect participants' opinions and reflections on various aspects of the Lightspan implementation and experience.



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