

<h1 style="margin: 0;">Goodman-Pickens Elementary School</h1> <p style="margin: 0;">HOLMES COUNTY SCHOOL DISTRICT GOODMAN, MISSISSIPPI.</p>	SCHOOL PROFILE
	<p>385 STUDENTS, GRADES K-6 98.1% Free/Reduced Lunch 100% African-American</p>
	LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION
	<ul style="list-style-type: none"> ▪ Classroom/Family Homework Model ▪ Grades 2 and 3, Began August 2002 ▪ Reading/Vocabulary Comprehension/ Mathematics Focus ▪ Comprehensive School Reform
<p>THIRD-GRADE STUDENTS ACHIEVED SIGNIFICANT GAINS ON THE MISSISSIPPI CRITERION TEST</p> <p>DURING THE 2002-2003 SCHOOL YEAR, THIRD-GRADE STUDENTS AT GOODMAN-PICKENS ELEMENTARY SCHOOL DEMONSTRATED STRONG GAINS IN ALL TESTED AREAS OF THE MISSISSIPPI CRITERION TEST (MCT). A COMPARISON OF PRE- AND POST-TEST SCORES REVEALED STATISTICALLY SIGNIFICANT AVERAGE SCALE SCORE GAINS OF 29.95 ($p < .001$), 24.54 ($p = .002$), AND 48.30 ($p < .001$) IN READING, LANGUAGE, AND MATHEMATICS, RESPECTIVELY.</p> <p>GOODMAN-PICKENS ELEMENTARY SCHOOL RECEIVED A COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM GRANT AND CHOSE TO IMPLEMENT LIGHTSPAN ACHIEVE NOW™ AS PART OF THE SCHOOL IMPROVEMENT PLAN. SECOND- AND THIRD-GRADE STUDENTS AT THE SCHOOL USED LIGHTSPAN ACHIEVE NOW IN THE CLASSROOM AND OCCASIONALLY AT HOME OVER THE SCHOOL YEAR.</p> <p>REPORTED IN THIS STUDY ARE ACHIEVEMENT RESULTS OF THIRD-GRADE STUDENTS WHO TOOK BOTH THE 2002 AND 2003 MCT. SECOND-GRADE ACHIEVEMENT RESULTS ARE NOT REPORTED AS ONLY POST-TEST SCORES WERE OBTAINED. CONSEQUENTLY, A PRE- TO POST-COMPARISON CANNOT BE MADE TO MEASURE THOSE STUDENTS' ACHIEVEMENT GROWTH.</p>	RESEARCH INSTRUMENTS
	Mississippi Criterion Test (MCT)
	RESEARCH TIME FRAME
	2002-2003 School Year

SCHOOL IMPLEMENTATION PROGRESS

Standards: Goodman-Pickens Elementary School was awarded a Comprehensive School Reform Demonstration Grant (CSR) funding and chose the Lightspan Achieve Now skill-and-content model to support its reform efforts. The school is guided by the philosophy of a balanced approach to teaching and learning consistent with the Mississippi Standards of Learning.

Curriculum and Instruction: Lightspan's interactive curriculum was integrated into content instruction at grades 2 and 3. Teachers used the Lightspan curriculum in the classroom on an irregular basis and home deployment on a limited basis throughout the school year. The teachers learned the program and how to integrate it into their classroom lessons. Additionally, the teachers began the alignment process of Lightspan's curriculum to the state standards.

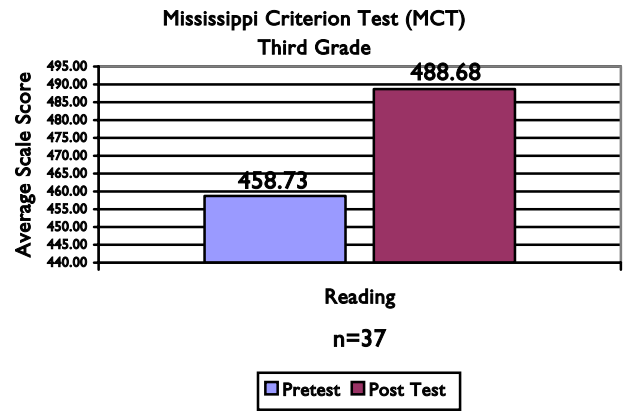
Assessment/Evaluation: Multiple assessments were used to monitor student progress throughout the school year such as: eduTest assessments, teacher-developed assessments, state practice tests, Lightspan Progress Checks, and the CSR Self-Assessment. The Self-Assessment instrument was introduced in the fall (October, 2002) and reviewed additional times throughout the year to evaluate school progress and make changes to the implementation.

Professional Development: Teachers participated in professional development activities throughout the school year. These sessions were developed based on needs identified by teachers. Sessions included: coaching/classroom demonstrations, hands-on learning, and alignment to the Mississippi Standards.

Parental Involvement: A parent orientation night was conducted in the fall of 2002 for the parents of all second- and third-grade students. Attending parents were excited about having access to the program for use at home. Approximately, 3-4 students per classroom participated in the Home Deployment component of the program during the first semester. After the Winter Holidays, the use of the program at home showed a decrease. Teachers indicated the time element (checking CDs and/or playstations in and out) was a deterrent. Changes will be made for the 2003-2004 school year.

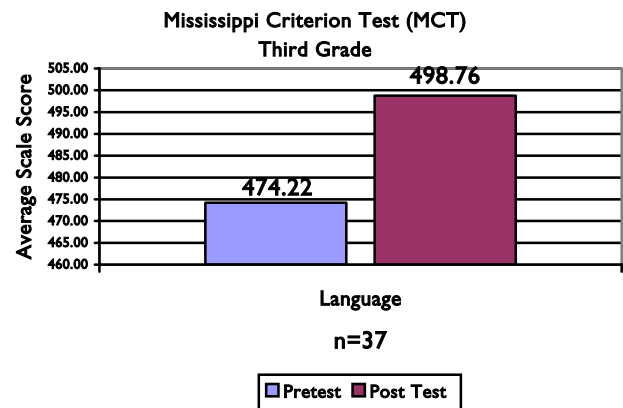
Significant growth in Reading

Third-grade students using Lightspan Achieve Now curriculum posted a mean scale score of 458.73 points at pre-test and 488.68 points at post test, on the Reading portion of the MCT. The increase of 29.95 ($p < .01$) scale score points was found to be statistically significant.



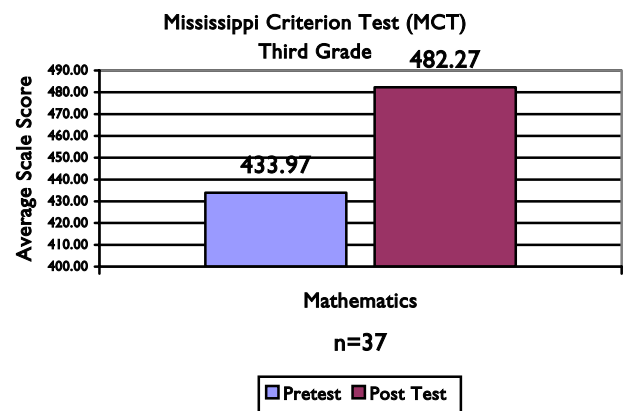
Strong gain in Language

Third-grade students using Lightspan Achieve Now curriculum posted a mean scale score of 474.22 points at pre-test and 498.76 points at post test, on the Language portion of the MCT. The increase of 24.54 ($p < .01$) scale score points was found to be statistically significant.



Significant increase in Mathematics

Third-grade students using Lightspan Achieve Now curriculum posted a mean scale score of 433.97 points at pre-test and 482.27 points at post test, on the Mathematics portion of the MCT. The increase of 48.30 ($p < .01$) scale score points was found to be statistically significant.



Goodman-Pickens Elementary School Program Background

Goodman-Pickens Elementary School is one of seven schools in the Holmes County School District that serves students in grades K-12. There is one community college in the county. The current school district enrollment in grades Kindergarten through twelfth is just over 3,600. The number of students receiving free or reduced-price lunches comprises 97.9% of the entire district enrollment. Translated, that means that only 2.1% of students live in homes above the annual income and above the national poverty level.

Although a part of Holmes County is located in the Delta Empowerment Zone, the Goodman-Pickens community has not fully benefited from the resources that should be available. The county is among 21 counties in Mississippi with a decline in population between 1990 and 2000. Based on the most recent data available, Holmes County continues to remain one of the poorest counties in the United States. Poverty is a fact of life in the county and is a contributing factor to the plight of students in Holmes County where the tax base provides only minimum support of public schools. Parents often have limited abilities and resources to address the educational and social support critical to school-aged children.

A needs assessment was conducted by school faculty and it was determined that priority should be given in the following areas: Reading, Mathematics, Language Arts, Computer Skills, and Social Studies. The teachers and staff also identified factors that may contribute to low student performance in school:

- o Students' poor attitude toward school;
- o Lack of parental involvement; and
- o Parents' attitude toward school.

Teachers also identified two areas of needs for their training: (1) effective methods of teaching to different learning styles in the area of reading, and (2) a need to build stronger relationships between parents, the community, and the school.

During the first year of the CSR model program, it was decided that the focus would be on students in second and third grades. Goals for this first year were:

- o To improve student achievement scores in reading and mathematics, particularly in grades 2 and 3, as determined by: a 15 percentage-point reduction in the percentage of students scoring in lowest quartile on state norm-referenced tests, a 15 percentage-point increase in the percentages of students exhibiting proficient and advanced levels in reading and mathematics as determined by state curriculum benchmarks and state curriculum tests, and an increase in classroom grade marks as measured by a grade point average increase of 15 percentage-points;
- o To increase teacher competency and teaching techniques through extensive professional development that supports the CSR model and overall classroom performances;
- o To improve the involvement of parents and members of the Goodman-Pickens community in the education of students enrolled in the school; and
- o To more completely integrate computer-assisted instruction in the school curriculum and the use of computers as a learning resource for classrooms and as a vehicle for improving parent and community support of the school.

Professional development for teachers, students and parents was conducted throughout the school year. Teachers participated in professional development to learn to integrate the program into their classroom lessons, to align the Lightspan curriculum with the Mississippi standards, and to learn/utilize the eduTest program for assessing student progress. Students participated in classroom demonstrations and were able to show parents how to use the program at home. Parents also learned how to use the program to assist their child at home with class assignments.

During the second year of the CSR program, grades 1 and 4 will be included in the Lightspan Achieve Now implementation. Teachers, students, and parents will participate in professional development activities

beginning in August 2003. Second- and third- grade teachers will serve as mentors for new teachers. All teachers will be encouraged to utilize the program on a regular basis (at least 3 times per week) in centers and to send appropriate CDs home for practice and enrichment. The eduTest assessment component will be used 2 times this year, as a pre- and post-assessment.



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