

Inez Carroll Elementary School

ALDINE INDEPENDENT SCHOOL DISTRICT
ALDINE, TEXAS

SCHOOL PROFILE

948 STUDENTS IN GRADES PK – 4

62% Free And Reduced Lunch
20% Black
68% Hispanic
9% White

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Special Education Grades K – 4
- Began February 23, 2003
- Reading and Mathematics focus
- Part of a ten-school District Implementation

RESEARCH INSTRUMENTS

Lightspan Progress Test

RESEARCH TIME FRAME

February through May 2003

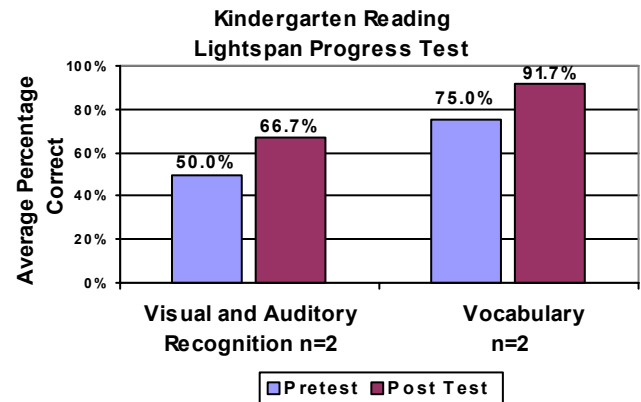
STUDENTS MAKE GAINS IN CRITICAL READING AND MATHEMATICS AREAS DURING THIRTEEN-WEEK IMPLEMENTATION

DURING THE SPRING SEMESTER OF THE 2003 SCHOOLYEAR, SPECIAL EDUCATION STUDENTS AT INEZ CARROLL ELEMENTARY SCHOOL DEMONSTRATED GAINS IN BOTH READING AND MATHEMATICS. A COMPARISON OF THE PERCENTAGE CORRECT ON THE LIGHTSPAN PROGRESS PRE- AND POST-TEST SCORES REVEALED AN INCREASE OF 10% OR GREATER IN READING AND MATHEMATICS ON THE FIRST-GRADE LEVEL. GAINS OF MORE THAN 20% IN READING WERE NOTED AT THE SECOND-GRADE LEVEL.

INEZ CARROLL ELEMENTARY SCHOOL IS PART OF A TEN-SCHOOL PILOT GROUP USING LIGHTSPAN ACHIEVE NOW™ CURRICULUM TO SUPPORT THE INSTRUCTION OFFERED STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES. TEACHERS CORRELATED THE INDIVIDUAL ACADEMIC NEEDS WITH THE ACHIEVE NOW CURRICULUM TO OFFER STUDENTS MORE OPPORTUNITIES FOR INDIVIDUAL INSTRUCTION.

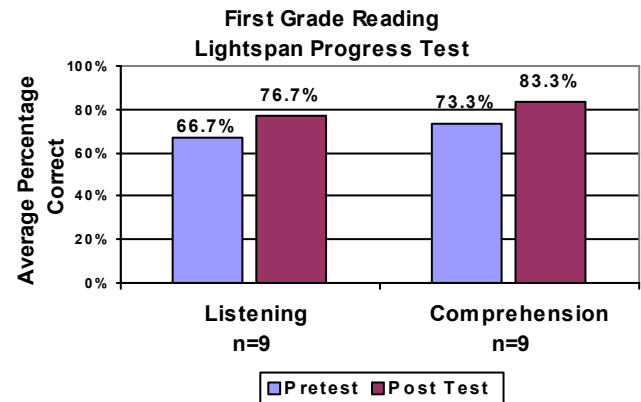
Gains of 16.7% in Visual and Auditory Recognition and Vocabulary recorded in Kindergarten reading

When assessed with the Kindergarten level Lightspan Progress Tests, students gained 16.7% in both Visual and Auditory Recognition and Vocabulary skills.



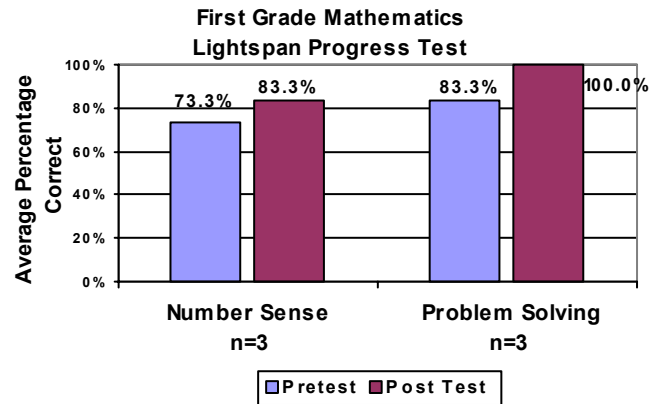
Students make progress in critical reading skills

Students participating in the Lightspan project showed gains of 10% in both Listening Skills and Reading Comprehension when assessed with the first-grade Lightspan Progress Test.



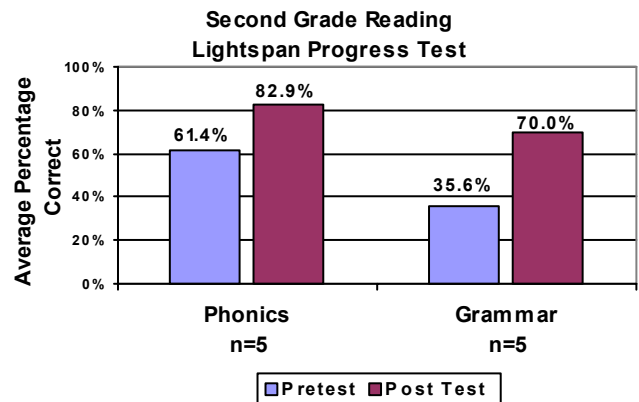
Students strengthen skills in Number Sense by 10% and Problem Solving by 16.7%

On the first-grade Lightspan Progress Test, students demonstrated gains of 10% in Number Sense and Numeration and 16.7% in Problem Solving Skills in mathematics during the thirteen-week implementation.



Critical Reading skills of Phonics and Grammar increased by 21.5% and 36%

Students assessed with the second-grade Lightspan Progress Test increased performance in Phonics and Decoding by 21.5% and 34.4% in Grammar, Mechanics and Usage.



Inez Carroll Elementary School

Inez Carroll Elementary was part of a ten-elementary-school group selected by the Aldine Independent School District to participate in the Lightspan Special Education Project during the spring of 2003. Choosing to utilize the Lightspan Achieve Now™ curriculum to support instruction with students receiving special education services, administrators, teachers and support personnel joined in the planning and training.

The school is located on the north side of Houston and serves as a magnet school with an emphasis on international and global studies. Offering classes in total immersion for dual language to the celebration of many cultures, it is the mission of Carroll Elementary to “help young people explore how international events affect their lives, their community, and their country. We seek to empower students to become thoughtful, active citizens and leaders of their community.” Carroll is an elementary campus of 948 students in grades PK-4 with 62% of the students eligible for free or reduced lunch. The ethnic distribution includes 20% African American, 68% Hispanics, and 9% White.

Bringing Lightspan Achieve Now to the campus was a part of the district goal to close the gap between grade placement and academic achievement for special education students. Although the Lightspan curriculum was available to all special education students, only scores for students functioning on the kindergarten, first- and second-grade level were reported for this study. Each teacher received a minimum of five Sony PS one™ game combination units with LCD display screens

curriculum selection was driven by the results of the Lightspan Progress Tests. Tests were graded and teachers were able to identify areas of concern, prioritize them and assign the appropriate curriculum CD. Curriculum alignments were made a part of the student IEP (Instructional Education Plan) and progress measured with multiple assessments. The special education program is set in a pull-out format. Lightspan was used two or three times a week for twenty to forty-five minute periods, depending on the individual teacher and the student's daily schedule. Program progress was also monitored utilizing a mid-point and end of year implementation review with all impacted professional personnel. The timeline was arranged so that teachers and students had personal contact with the Lightspan consultant about every two to three weeks, and there was constant availability by email and voice mail.

During the coming school year, Carroll Elementary will continue to receive professional development opportunities and onsite visits from the Lightspan consultant. The school has purchased Lightspan In a Flash Cards for each teacher to facilitate integration opportunities.



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