

Progreso Elementary

PROGRESO INDEPENDENT SCHOOL DISTRICT
PROGRESO, TEXAS

SCHOOL PROFILE

721 STUDENTS, GRADES PK-2
56% Free/Reduced Lunch
99% Hispanic, 1% Other
Rural Location

LIGHTSPAN ACHIEVE NOW IMPLEMENTATION

Classroom/Lab/Family Homework Model
Grades 4-5, Began September 2001
100% Home Deployment
Reading/Vocabulary Development and Summarization/Mathematics Focus
Comprehensive School Reform

RESEARCH INSTRUMENTS

Texas Assessment of Academic Skills (TAAS)

RESEARCH TIME FRAME

2001-02 School Year

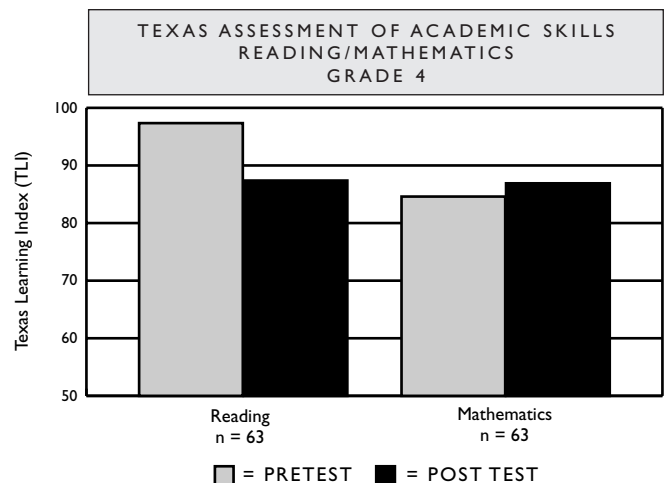
PROGRESO STUDENTS SHOW GAINS IN LANGUAGE ARTS AND MATHEMATICS, WITH SIGNIFICANT GAINS IN MATHEMATICS

DURING THE 2001-02 SCHOOL YEAR FOURTH AND FIFTH GRADE STUDENTS AT PROGRESO ELEMENTARY SHOWED STATISTICALLY SIGNIFICANT GAINS ($P < .05$) IN MATHEMATICS OF 2.30 AND 3.43 TEXAS LEARNING INDEX (TLI) POINTS RESPECTIVELY. FIFTH GRADE STUDENTS SHOWED GAINS IN READING OF 1.17 TLI POINTS. MIGRANT STUDENTS IN GRADE FOUR SHOWED HIGHER GAINS IN MATHEMATICS THAN THEIR NON-MIGRANT COUNTERPARTS. MIGRANT STUDENTS IN GRADE FIVE POSTED HIGHER GAINS IN BOTH READING (6.75 TO 0.62) AND MATH (4.75 TO 3.20) THAN THEIR NON-MIGRANT COUNTERPARTS.

PROGRESO USED FUNDING FROM A COMPREHENSIVE SCHOOL REFORM (CSR) GRANT TO PURCHASE AND IMPLEMENT LIGHTSPAN ACHIEVE NOW™. LIGHTSPAN ACHIEVE NOW™ IS UTILIZED IN A LAB SETTING, IN A CLASSROOM SETTING AND IN A HOME DEPLOYMENT MODEL. PROGRAM SUCCESS WAS MEASURED BY SCORES ON THE TAAS (TEXAS ASSESSMENT OF ACADEMIC SKILLS). IN AN ATTEMPT TO INCREASE FAMILY INVOLVEMENT, PROGRESO FEATURED LIGHTSPAN AT SCHEDULED FAMILY FUN NIGHTS THROUGHOUT THE YEAR. PROGRESO WAS ALSO FEATURED TO TALK ABOUT THEIR LIGHTSPAN IMPLEMENTATION ON THE LOCAL TV NEWS.

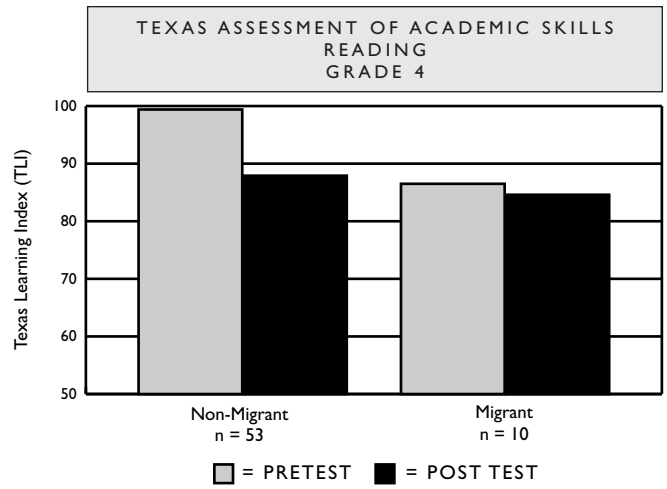
Fourth-grade students show drop in Reading scores but show significant gains in Mathematics on the Texas Assessment of Academic Skills

Fourth-grade students showed a drop of 9.97 Texas Learning Index (TLI) points on the Texas Assessment of Academic Skills in reading moving from 97.35 to 87.38. Fourth grade students showed statistically significant ($p < .05$) gains of 2.30 TLI points in mathematics moving from 84.60 to 86.90.



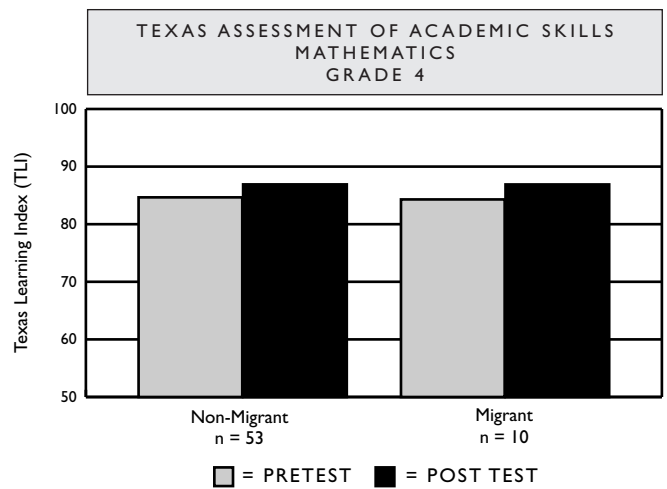
Fourth-grade migrant students show smaller drop in Reading scores on the Texas Assessment of Academic Skills

Fourth-grade migrant students did show a drop in Reading on the Texas Assessment of Academic Skills (TAAS), however their drop was considerably less than their non-migrant counterparts. Migrant students posted a drop of only 1.90 Texas Learning Index (TLI) points dropping from 86.50 to 84.60 while the non-migrant students posted a drop of 11.49 from 99.40 to 87.91.



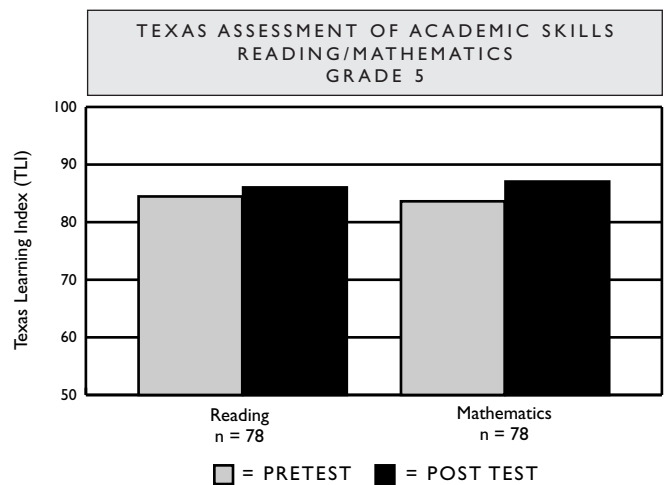
Fourth-grade migrant students show larger gains in Mathematics scores on the Texas Assessment of Academic Skills

Fourth-grade migrant students posted greater gains than their non-migrant counterparts on the Texas Assessment of Academic Skills (TAAS). Migrant students posted statistically significant gains ($p < .05$) of 2.60 Texas Learning Index (TLI) points in Mathematics, moving from 84.30 to 86.90. The non-migrant students posted significant gains of 2.25 TLI points moving from 84.66 to 86.91.



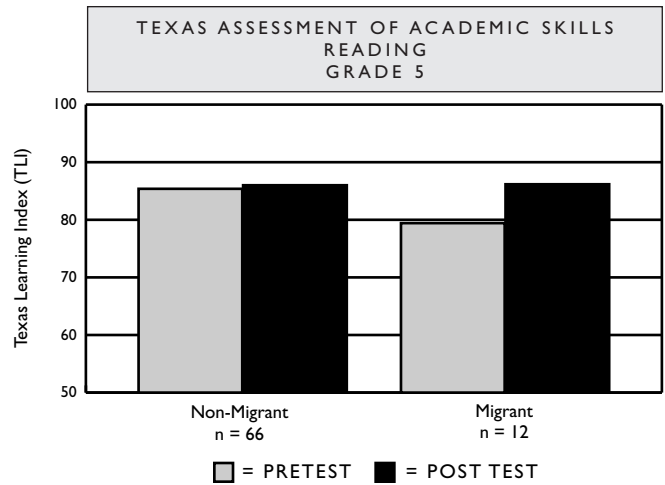
Fifth-grade students show gains in Reading and Mathematics on the Texas Assessment of Academic Skills

Fifth grade students showed a gain of 1.57 Texas Learning Index (TLI) points on the Texas Assessment of Academic Skills (TAAS) in reading moving from 84.46 to 86.03. Fifth grade students showed statistically significant gains ($p < .05$) of 3.43 TLI points in mathematics moving from 83.62 to 87.05.



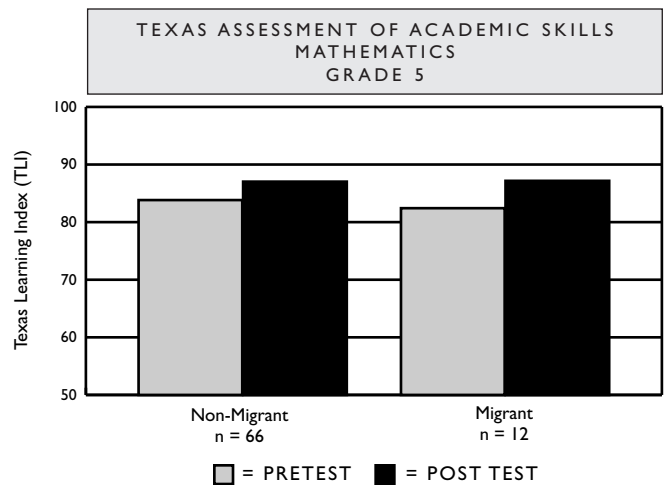
Fifth-grade migrant students show larger gains in Reading scores on the Texas Assessment of Academic Skills

Fifth grade migrant students exhibited larger gains in reading the on the Texas Assessment of Academic Skills (TAAS) than their non-migrant counterparts. Migrant students posted Reading gains of 6.75 Texas Learning Index (TLI) points increasing from 79.42 to 86.17, while the non-migrant students posted gains of only 0.62 moving from 85.38 to 86.00.



Fifth-grade migrant students show significant gains in Mathematics scores on the Texas Assessment of Academic Skills

Fifth grade migrant students exhibited larger gains on the TAAS than their non-migrant counterparts. Migrant students posted Reading gains of 4.75 Texas Learning Index (TLI) points increasing from 82.42 to 87.17, while the non-migrant students posted gains of 3.20 TLI points moving from 83.83 to 87.03.



School Implementation Progress

Standards: Progreso Elementary implemented Lightspan Achieve Now™ for identified students targeting specific individual student needs and aligning the usage of materials to support the school’s instructional timeline. The classrooms aligned Lightspan CDs as a supplement to Reading and Math curriculums and to the standards of the Texas Assessment of Academic Skills (TAAS). The school featured Lightspan at scheduled family nights in an attempt to increase family involvement and participation in student learning. The school has a Campus Plan in place to define their strategize and initiatives as well as to prioritize their outcomes.

Curriculum and Instruction: Testing indicated that incoming third grade scores were low, so targeted students were identified and a comprehensive plan was initiated to help maintain the existing high passage rate of the students on the TAAS. Lightspan’s interactive curriculum was integrated into content instruction at grades four and five. Five teachers used Lightspan as a center in the classroom for small or whole group instruction. A twelve-station lab was created to serve 24 students. A home deployment program was implemented with two rotations for 2001–02.

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Assessment/Evaluation: Program success was measured using the TAAS or Texas Assessment of Academic Skills. In addition, District Benchmark tests are taken every six weeks. The data from the Benchmark Tests is analyzed and used to inform instructional decisions. Additionally Lightspan EduTest Assessment, a technology-based assessment program, is used as an additional formative assessment tool. Lightspan EduTest Assessment generates detailed student achievement reports. Data from all sources is collected and analyzed every six weeks and then disaggregated based on population in order to inform instruction.

Professional Development: Professional development is important to the principal, who supports the Lightspan implementation and plays an active role in supporting the guidelines for the grant and the professional development needs of the staff. Professional Development sessions were held to help targeted teachers align Lightspan curriculum with instructional timelines and goals. In addition, teachers participate in Grade Level Meetings, Site Based Meetings, and Staff/Faculty meetings to support their improvement efforts. Professional Development sessions conducted by a Lightspan Consultant are varied, delivered over time, and include knowledge and skill acquisition. Parents are also involved professional development activities in a session about home deployment. A home deployment parent liaison was hired to provide parents with ongoing support.

Progreso Elementary School Background

Progreso Elementary is in the south central part of Texas. Implementation of the Lightspan Achieve Now standards-based curriculum program in Progreso Elementary School began in September 2001, funded by a Comprehensive School Reform Grant. This largely rural community had high passage rate on the state exams. In an attempt to maintain the high passage rate and to align with the requirements of the CSR grant, Progreso examined student academic performance data and established baselines on all key content areas. The school then aligned all assessments with state standards and Lightspan assessments. The school established benchmarks or expectations for students and communicated these to both staff and parents. Using scores on accelerated reader, TAAS benchmark reports and weekly tests the school was able to measure student progress. Data collections of self-evaluation instruments such as parent questionnaires were reviewed.

During the 2001–02 school year, teachers used Lightspan curriculum as a supplement to both Reading and Math curriculums.



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