

# Ralph G. Goodman Elementary

ALDINE INDEPENDENT SCHOOL DISTRICT  
ALDINE, TEXAS.

## SCHOOL PROFILE

659 STUDENTS, GRADES PRE K-4

75% Free And Reduced Lunch  
35% Black  
55% Hispanic  
9% White

## LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Special Education Grades K – 4
- Began February 23, 2003
- Reading and Mathematics were targeted
- Part of a 10 school district implementation

## RESEARCH INSTRUMENTS

Lightspan Progress Test

## RESEARCH TIME FRAME

February through May 2003

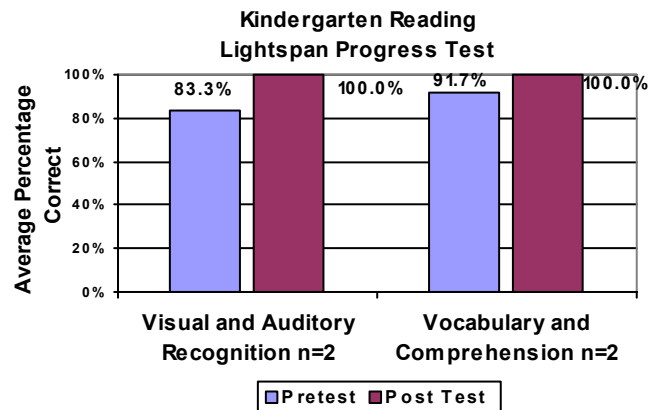
### STUDENTS REVEAL GAINS IN BOTH READING AND MATHEMATICS EMPLOYING THE USE OF LIGHTSPAN ACHIEVE NOW™ TO APPROACH LEARNING WITH A DIFFERENT FORMAT

DURING THE SPRING SEMESTER OF THE 2003 SCHOOL YEAR, SPECIAL EDUCATION STUDENTS AT RALPH G. GOODMAN 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 THE GREATEST GAINS IN READING ON THE SECOND- AND THIRD-GRADE LEVELS.

GOODMAN ELEMENTARY SCHOOL IS PART OF A TEN-SCHOOL GROUP CHOSEN BY THE ALDINE INDEPENDENT SCHOOL DISTRICT TO PARTICIPATE IN A PILOT PROGRAM USING LIGHTSPAN ACHIEVE NOW™ CURRICULUM TO SUPPORT THE INSTRUCTION OFFERED STUDENTS RECEIVING SPECIAL EDUCATION SERVICES. BY IMPLEMENTING A DIFFERENT FORMAT FOR LEARNING, TEACHERS ALLIGNED THE INDIVIDUAL NEEDS OF THE STUDENT WITH THE ACHIEVE NOW CURRICULUM TO OFFER STUDENTS MORE OPPORTUNITIES FOR INDIVIDUAL INSTRUCTION.

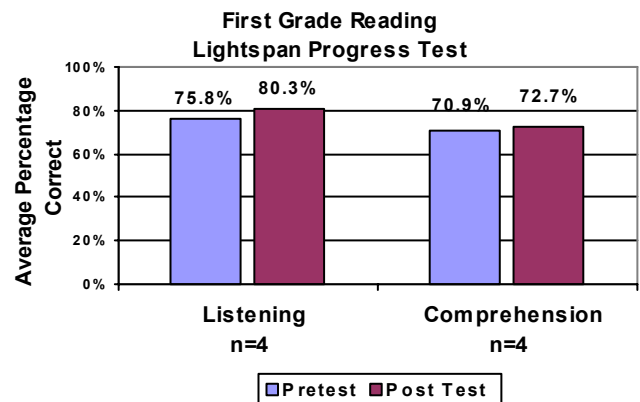
## Two critical areas of basic reading skills improve on Kindergarten level

Students improved performance in Visual and Auditory Recognition by 16.7% on the kindergarten level, while a gain of 8.3% was realized for Vocabulary and Comprehension.



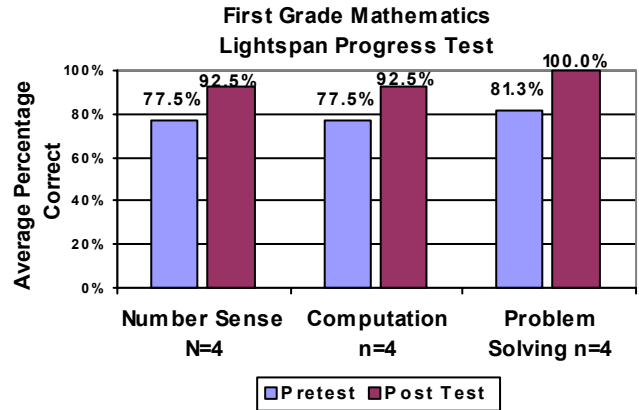
## Basic reading skills strengthened on first-grade level

A gain of 4.5% in Listening Skills and 1.8% in the area of Comprehension put students taking the first-grade test over the 70% mastery mark as measured by comparing the average percentages for the pre- and post-test on the Lightspan Progress Test.



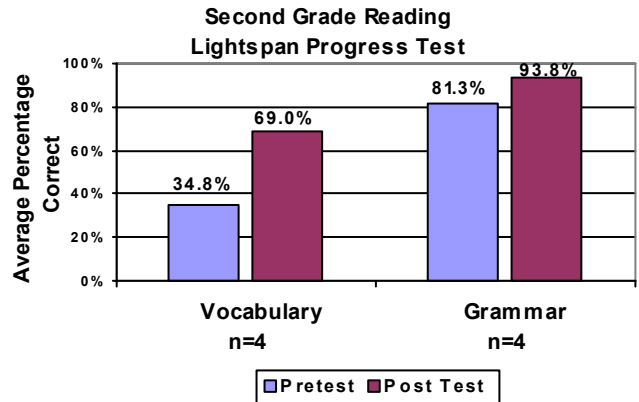
## Mastery exceeds 90% on three major mathematical concepts on first-grade mathematics

Students showed an improvement of 15% in Number Sense and Numeration and Computation Skills while Problem Solving scores increased by 18.8%.



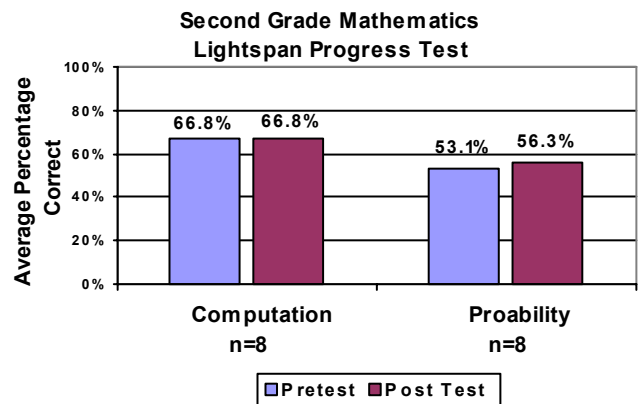
## Vocabulary Comprehension increases by 34.3% for students

Double-digit gains in reading are supported by increases of 34.3% in Vocabulary Comprehension and a 12.5% growth in Grammar, Mechanics, and Usage for students performing on the second-grade level.



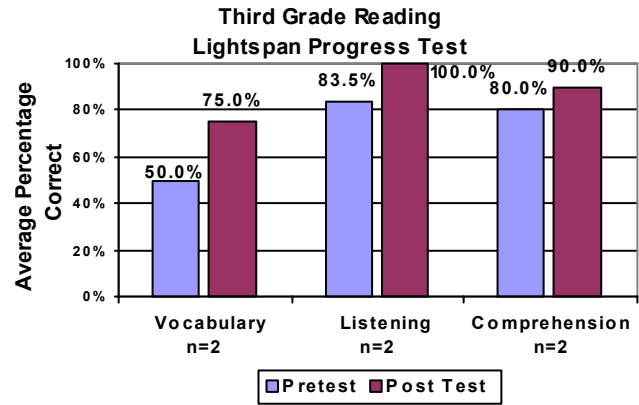
## Mathematics skills are maintained with the use of Achieve Now curriculum

Second-grade students maintained a consistent performance in Computation and Operations at 66.8% and gained 3.2% in the area of Data, Statistics and Probability when skills were measured on the Lightspan Progress Test.



## Students displayed a 25% growth in Vocabulary Comprehension

Reading skills for participating third-grade students were strengthened by a 25% growth in Vocabulary Comprehension, a gain of 16.5% in Listening Skills, and increases of 10% in Reading Comprehension.



## Ralph G. Goodman Elementary Background

Ralph G. Goodman Elementary is among the ten elementary campuses Aldine Independent School District sites using Lightspan Achieve Now™ in the Lightspan Special Education Project. Ralph Goodman Elementary, which opened in 1964 as Hidden Valley Elementary, is located in northwest Houston. Serving kindergarten through fourth-grade children, the school site uses flexible grouping and small group pullout tutorial programs for instruction. There are over 600 students attending Goodman Elementary with an ethnic distribution of approximately 41% African American, 49% Hispanic, 6% White, and 4% Asian. The child-centered philosophy of the campus is represented comprehensively on their website which states their philosophy; “The faculty of Ralph Goodman Elementary believes their greatest goal is effective use of time and resources to maximize learning opportunities for all students. Although teaching methods may vary, we share common goals of helping students develop skills to enhance their individual performance academically, socially, and physically. At Goodman Elementary we believe the best way to assist children in becoming responsible members of society is to provide them with the tools to help them be successful now. At the same time, we encourage them to accept the responsibility for their continuing education. The supreme reason for a school's existence is instruction of the students and learning by the students. We feel the teacher is the most important agent in carrying out the educational progress.” Using Lightspan Achieve Now™ as an instructional tool for the special education population was a natural match with the campus philosophy.

On this campus, Lightspan Achieve Now curriculum was used with all special education students, but only targeted students working on the kindergarten, first- and second-grade level were included in this study. Implementation of the Lightspan Achieve Now standards-based curriculum program in Goodman Elementary began in February of 2003 and was locally funded as part of a ten-school pilot project for special education students aimed at closing the gap between performance and grade placement.

The project was designed to enhance interactive learning opportunities for students through the use of the motivating Lightspan curriculum software aligned to the Texas Essential Knowledge and Skills and the Aldine ISD curriculum. Reading and mathematics were the target areas for Goodman Elementary students. Alignment began during the program orientation where specific attention was given to CDs that target pivotal concepts for each performance level. The school used three PS one™ game console and LCD Screen combo stations for a mini lab in the participating classrooms. Teachers' instructional strategies included large-group, small-group, and individual tutoring. The special education program is

periods, depending on the individual teacher and the student's daily schedule.

The instructional objectives were selected by examining the students' Individual Education Plan (IEP) and pre-test scores from the Lightspan Achieve Now Progress Test. Utilization of the grading template allowed the teacher to find the correlation needed. The objectives were prioritized and the ones with the most impact were approached first. Student progress was measured with multiple assessments including the Lightspan Progress Tests, Lightspan Progress Checks, IEP reviews, interviews, and teacher records. Program progress was also monitored utilizing a mid-point and end of implementation review with all impacted professional personnel.

During the coming school year, Goodman Elementary teachers 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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