

# Austin Elementary School

HARLINGEN CISD  
HARLINGEN, TEXAS.

## SCHOOL PROFILE

**444 STUDENTS,  
GRADES EARLY EDUCATION-5**  
81.76% Hispanic  
17.34% White  
0.68% African American  
0.23% American Indian  
13.77% ESL

## LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Lightspan Achieve Now
- Bilingual Education Program K-2, Began 1998
- Reading focus

## RESEARCH INSTRUMENTS

Texas Primary Reading Inventory (TPRI)

## RESEARCH TIME FRAME

2002-2003 School Year

### FIRST-GRADE STUDENTS DEMONSTRATE VAST IMPROVEMENT IN ALL STAGES OF READING DEVELOPMENT

DURING THE 2002-2003 SCHOOL-YEAR, FIRST-GRADE STUDENTS AT AUSTIN ELEMENTARY SCHOOL DEMONSTRATED STRONG GROWTH IN ALL TESTED AREAS OF THE TEXAS PRIMARY READING INVENTORY (TPRI). THE TPRI ASSESSES STUDENTS IN VARYING READING TASKS AND CLASSIFIES A STUDENT AS EITHER STILL DEVELOPING (SD) OR DEVELOPED (D). ACROSS ALL READING TASKS TESTED, THE PERCENTAGE OF STUDENTS THAT WERE CONSIDERED DEVELOPED INCREASED, WHEN BEGINNING- AND END-OF-YEAR TPRI SCORES WERE COMPARED. SPECIFICALLY, THE PERCENTAGE POINT INCREASES OF STUDENTS LABELED AS DEVELOPED IN TESTED AREAS OF READING ARE AS FOLLOWS: 30.8 IN BLENDED WORD PARTS, 46.2 IN BLENDED PHONEMES, 75.0 IN DETECTING INITIAL SOUNDS, 73.0 IN DETECTING FINAL SOUNDS, 23.1 IN INITIAL CONSONANT SUBSTITUTION, 50.0 IN FINAL CONSONANT SUBSTITUTION, 59.7 IN MIDDLE VOWEL SUBSTITUTION, 71.1 IN INITIAL BLENDING SUBSTITUTION, AND 61.5 IN BLENDS IN FINAL POSITION.

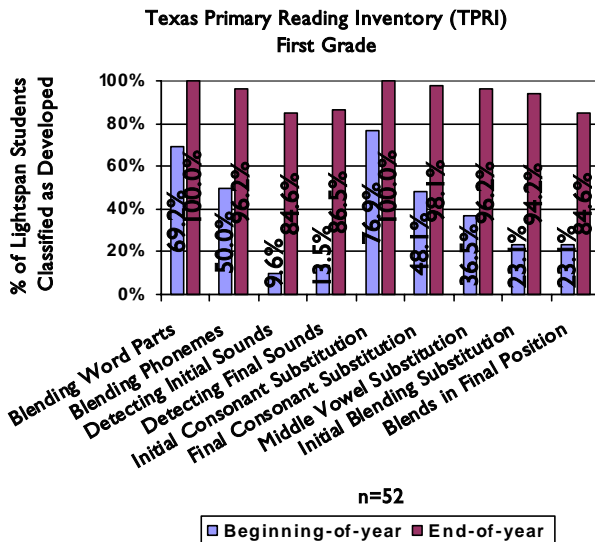
THE TPRI ASSESSMENT ALSO INCLUDES A MEASURE OF READING ACCURACY LEVEL THAT RATES STUDENTS ON THE FOLLOWING ASCENDING SCALE: LISTENING, FRUSTRATIONAL, INSTRUCTIONAL, OR INDEPENDENT. LISTENING WOULD BE THE LOWEST POINT ON THE SCALE WHILE INDEPENDENT WOULD BE THE HIGHEST. WHEN BEGINNING- AND END-OF-YEAR SCORES WERE COMPARED, THE PERCENTAGE POINT INCREASE OF FIRST-GRADE STUDENTS WHO WERE CONSIDERED INDEPENDENT WAS 59.7.

HARLINGEN CONSOLIDATED INDEPENDENT SCHOOL DISTRICT (CISD) PURCHASED LIGHTSPAN ACHIEVE NOW™ IN THE FALL OF 1998 AS A RESOURCE TO SUPPORT BILINGUAL STUDENTS IN READING/LANGUAGE ARTS. THE DISTRICT HAS CONTINUED THE IMPLEMENTATION TO DATE. DURING THE 2002-03 SCHOOL YEAR, AUSTIN ELEMENTARY SCHOOL WAS ONE OF SIX CAMPUSES IMPLEMENTING LIGHTSPAN ACHIEVE NOW. STUDENTS FROM THE SCHOOL USED LIGHTSPAN ACHIEVE NOW IN THEIR CLASSROOM READING PROGRAMS AND IN LEARNING CENTERS. TO ASSESS THE IMPACT OF LIGHTSPAN ACHIEVE NOW ON STUDENT ACHIEVEMENT, THE TEXAS PRIMARY READING INVENTORY (TPRI) WAS ADMINISTERED TO FIRST-GRADE STUDENTS AT THE BEGINNING AND END OF THE SCHOOL YEAR (AUGUST 2002 AND MAY 2003).

REPORTED IN THIS STUDY IS THE ACHIEVEMENT GROWTH OF PARTICIPATING FIRST-GRADE STUDENTS. NO TEST DATA WERE MADE AVAILABLE AT THE OTHER PARTICIPATING GRADE LEVELS.

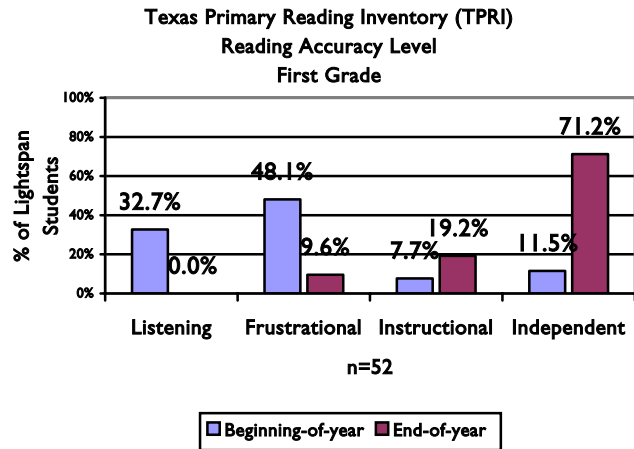
## More first-grade students classified as developed across all reading tasks

The percentage of first-grade students labeled as developed increased in all tested areas of reading, when beginning- and end-of-year TPRI scores were compared. Specifically, the percentage point increases of developed students are as follows: 30.8 in Blending Word Parts, 46.2 in Blending Phonemes, 75.0 in Detecting Initial Sounds, 73.0 in Detecting Final Sounds, 23.1 in Initial Consonant Substitution, 50.0 in Final Consonant Substitution, 59.7 in Middle Vowel Substitution, 71.1 in Initial Blending Substitution, and 61.5 in Blends in Final Position.



## More independent first-grade readers

First-grade students showed improvement in Reading Accuracy Level as measured by the TPRI. At the beginning of the year, 80.8% of students were classified at the Listening or Frustrational levels. By year-end, only 9.6% of students were labeled Frustrational. Additionally, students considered at the Instructional level increased from 7.7% to 19.2%, while students classified as Independent grew from 11.5% of students to 71.2%, a notable increase of 59.7%.



### Austin Elementary School Program Background

Austin Elementary School provides for vision statements for the students and staff. The students will work to improve their self-esteem and attitudes. They will be motivated, become technologically prepared for the future and respect themselves and others to become a citizen of excellent character. The staff will collaborate to encourage learning and will model the six pillars of Character Education:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

Lightspan® Inc. has been a part of the Harlingen CISD elementary bilingual education program since 1998 to support the district's mission and goals. Currently six campuses are participating in the implementation and evaluation of Lightspan Achieve Now for grades Kindergarten through second. The goal of the Federal Programs Department is to increase academic achievement in all populations, while focusing on the bilingual student, in the foundations of reading, with an emphasis on phonics, decoding, and vocabulary development.

Specifically, the Kindergarten students will demonstrate an increase in explicit and implicit questions and first and second grade students will have shown gains in student reading accuracy levels, both as measured by the Texas Primary Reading Inventory. Students using Lightspan Achieve Now will be able to demonstrate accelerated mastery in the critical areas of reading and this performance will be sustained over the course of upcoming school years.

For the 2002-03 school year, the implementation includes Lightspan Achieve Now utilized in selected bilingual classrooms for whole group instruction and as independent learning centers. At Austin Elementary, teachers use Lightspan in the classroom from 3 to 5 times per week. Lightspan is used in a center for an average of 30-45 minutes and for whole group instruction at least once a week for 30 minutes to introduce the concepts on a new CD. The teachers select CDs for whole group instruction and independent learning centers based on their scope and sequence and results of the TPRI.

Teachers have participated in on-going professional development since the 2000-01 school year. Each year the teachers attend district-level professional development in September, January, and March. Professional development sessions are customized to meet the individual needs of teachers, as well as the academic needs of their students. District and campus administrators have been extremely supportive in providing the opportunity for teachers to attend the professional development sessions and fostering the environment to successfully implement Lightspan Achieve Now in the classrooms. The participating teachers created an alignment between TPRI and Lightspan Achieve Now in the Spring of 2000, which has since been utilized by other Lightspan schools across Texas.



10140 CAMPUS POINT DRIVE  
SAN DIEGO, CA 92121-1520  
1-888-4 ALL KIDS  
[www.lightspan.com](http://www.lightspan.com)