

# Bowling Green Primary School

CAROLINE COUNTY SCHOOL DISTRICT  
MILFORD, VIRGINIA

## SCHOOL PROFILE

458 STUDENTS, GRADES PK-2  
Greater than 50% Free/Reduced Lunch  
49% African-American, 48% White,  
3% Other

## LIGHTSPAN ACHIEVE NOW IMPLEMENTATION

Classroom/Family Homework Model  
Grades K-2, Began 1999  
Greater than 50% Home Deployment  
Reading/Language Arts and  
Mathematics Focus  
Comprehensive School Reform

## RESEARCH INSTRUMENTS

Flanagan Tests for Higher Standards  
Phonological Awareness Literacy  
Screening (PALS)

## RESEARCH TIME FRAME

2001-02 School Year

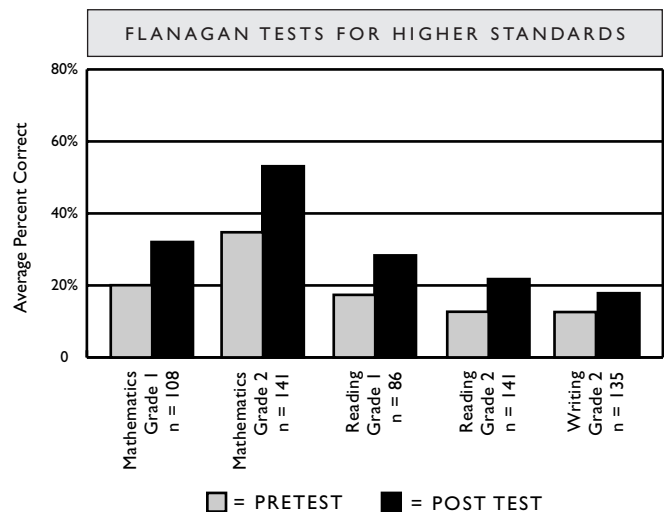
BOWLING GREEN PRIMARY SCHOOL IMPLEMENTED LIGHTSPAN ACHIEVE NOW™ AS A PART OF A COMPREHENSIVE SCHOOL REFORM INITIATIVE TO IMPROVE STUDENT TEST RESULTS ON STANDARDIZED TESTS. THE LIGHTSPAN STANDARDS-BASED CURRICULUM WAS USED IN CLASSROOMS AND AT HOME TO REINFORCE READING/LANGUAGE ARTS AND MATHEMATICS SKILLS.

TEST RESULTS FROM THE FLANAGAN TESTS FOR HIGHER STANDARDS AND THE PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS) SHOWED GROWTH BY LIGHTSPAN STUDENTS AT GRADES K, 1, AND 2.

KINDERGARTEN STUDENTS POSTED GAINS ON THE PALS TESTS IN THE AREAS OF RHYME, BEGINNING SOUNDS, ABC RECOGNITION, LETTER SOUND MATCHING, AND SPELLING. FIRST-GRADE STUDENTS MADE GAINS ON THE PALS TEST IN THE AREAS OF WORD LIST, SPELLING, AND ENTRY LEVEL SUM. BY THE SPRING OF THE YEAR, 92% OF FIRST-GRADE STUDENTS MET THE PALS CRITERIA. ON THE FLANAGAN TESTS FOR HIGHER STANDARDS, FIRST-GRADE STUDENTS POSTED STATISTICALLY SIGNIFICANT GAINS ( $P < .05$ ) OF 11.99% AND 10.95% IN THE AREAS OF MATHEMATICS AND READING RESPECTIVELY. SECOND-GRADE STUDENTS MADE GAINS ON THE PALS TEST IN THE AREAS OF WORD LIST AND ENTRY LEVEL SUM. BY SPRING, 72.8% OF SECOND-GRADE STUDENTS MET THE PALS CRITERIA. ON THE FLANAGAN TESTS FOR HIGHER STANDARDS, SECOND-GRADE STUDENTS MADE STATISTICALLY SIGNIFICANT GAINS ( $P < .05$ ) OF 18.34%, 9.07% AND 5.23% IN THE AREAS OF MATHEMATICS, READING, AND WRITING RESPECTIVELY.

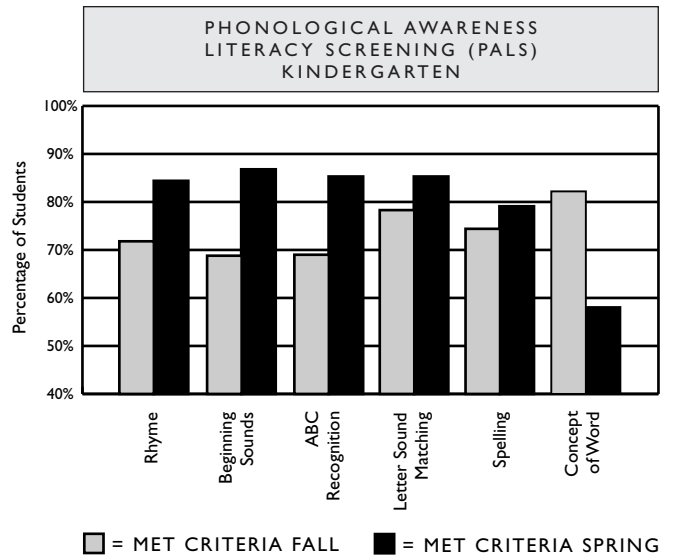
## Significant gains made on in Mathematics, Reading/Language Arts and Writing on Tests for Higher Standards

First-grade students posted significant gains ( $p < .05$ ) of 11.99% and 10.95% in Mathematics and Reading/Language Arts respectively. Second-grade students posted significant gains ( $p < .05$ ) of 18.34% and 9.07% in Mathematics and Language Arts respectively. Second-grade students were also tested in writing where they posted a statistically significant gain of 5.23%.



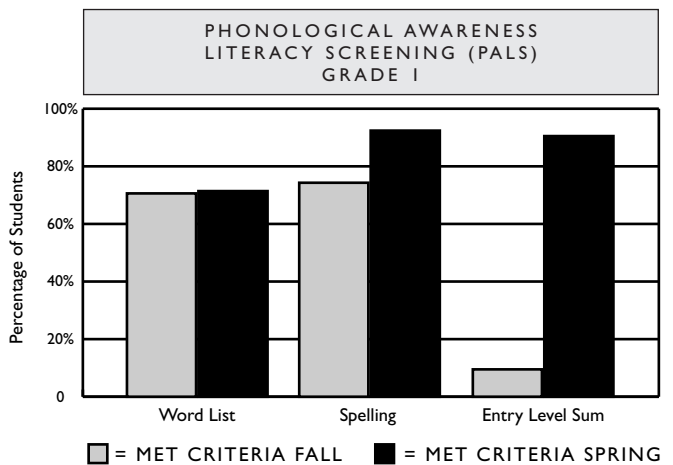
## Percentage of Kindergarten students meeting expected sum scores increases from fall to spring in all but one area of PALS

Kindergarten student increase percentage of students meeting PALS criteria from fall to spring in all tested areas, except for Concept of Word. Increases of 12.6%, 18.3%, 16.3%, 7%, and 4.7% were measured in Rhyme, Beginning Sounds, ABC recognition, Letter-Sound Matching, and Spelling respectively.



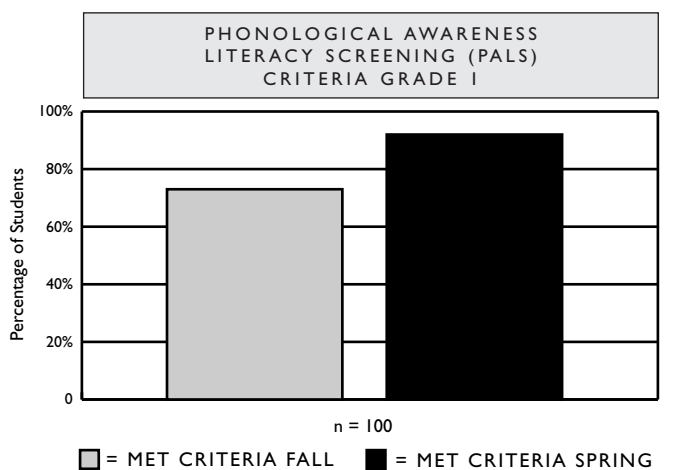
## The percentage of first-grade Lightspan students meeting expected sum scores increases in all areas from fall to spring

The percentage of students meeting PALS Criteria increased an average of 0.8%, 18.1%, and 81% respectively in the areas of Word List, Spelling and Entry Level Sum as measured by the Phonological Awareness Literacy Screening (PALS).



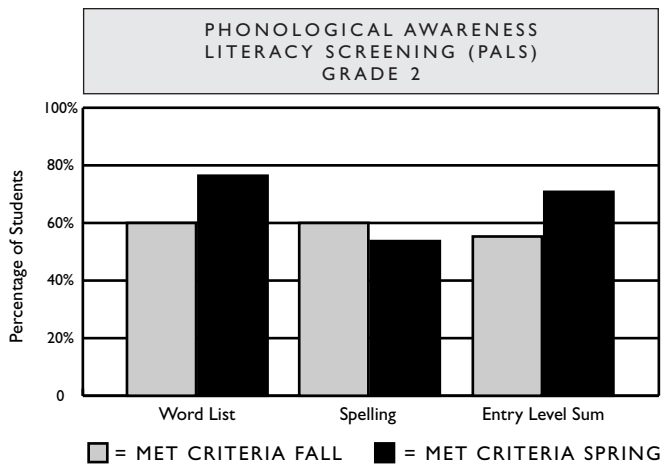
## First-grade students improve from fall to spring

The percentage of students meeting PALS Criteria increased from 73% in the fall to 92% in the spring, an increase of 19%.



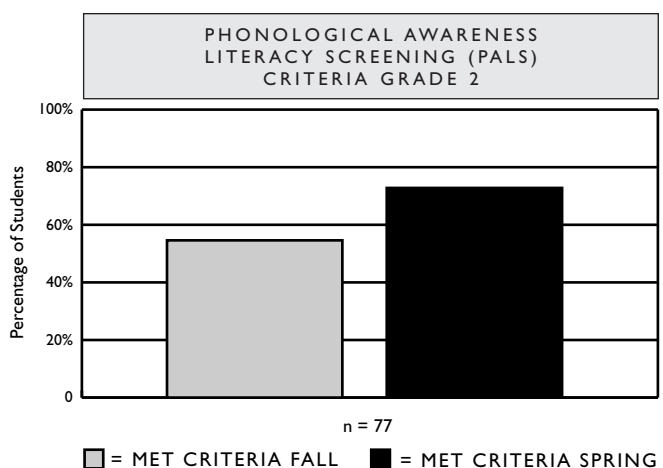
## The percentage of second-grade Lightspan students meeting expected sum scores increases from fall to spring in the areas of Word List and Entry Level Sum

The percentage of second-grade Lightspan students meeting PALS Criteria increased an average of 16.4% and 15.5% respectively in the areas of Word List and Entry Level Sum as measured by the Phonological Awareness Literacy Screening (PALS). A decrease of 6.3% was posted in the area of Spelling from Fall to Spring.



## Second grade students improve from fall to spring

The percentage of second-grade Lightspan students meeting PALS Criteria increased from 54.6% in the fall to 72.8% in the spring, an increase of 18.2%.



## Bowling Green Primary School Program Background

Bowling Green Primary School is located in Caroline County, Virginia, between Richmond, Virginia, and Washington, D.C., along the I-95 corridor. It serves a rural, largely at-risk population of 458 students in grades pre-kindergarten through second, with over 50% of the students receiving free or reduced lunch. The school population is 49% African American, 48% White and 3% Other. Many students are reading below grade level as evidenced by the low standardized test scores.

The Lightspan Program at Bowling Green Primary began in the fall of 1999 as a Comprehensive School Reform Demonstration Program in the first and second grade. The program is supported by the coordination and collaboration of several programs such as: the Dwight D. Eisenhower Grant for Professional Development, Title I, Title IV, Goals 2000 Technology and the Technology Literacy Challenge Grant. The school administration and school board have a firm commitment to improving instruction as evidenced by matching funds in the budget to support and maintain full implementation.

Lightspan Achieve Now™ is used in all Pre-K, Kindergarten, First and Second grade classrooms for instruction. The program is also deployed to the home to enhance the home-school connection and provide needed practice in the math, reading and language arts. Small group instruction is used to target individual objectives in the classroom. Lightspan Achieve Now was aligned to the Virginia Standards of Learning, using baseline assessment data to target achievement objectives. A curriculum plan was developed for the entire school year correlating the Lightspan Program with the Virginia Standards of Learning. A Lightspan Consultant provided professional development to the teachers with a focus on aligning Lightspan to the curriculum. The teachers also received a professional development session on the Lightspan Network™, an online product with teacher resources for instruction and student online activities. Teachers learned how to integrate this product into their curriculum. Most recently (May 2002), the second grade teachers were introduced to Lightspan EduTest Assessment™. This online assessment tool with a comprehensive test-item database will serve as the county's assessment instrument.



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