

Clifford Dunn Elementary

ALDINE INDEPENDENT SCHOOL DISTRICT
ALDINE, TEXAS

SCHOOL PROFILE

1065 STUDENTS, GRADES PRE K-4

75% Free And Reduced Lunch
46% Black
33% Hispanic
18% White

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Special Education Grades K – 4
- Began February 23, 2003
- Reading and Mathematics focus
- Part of a 10 school District Implementation

RESEARCH INSTRUMENTS

Lightspan Progress Test

RESEARCH TIME FRAME

February through May 2003

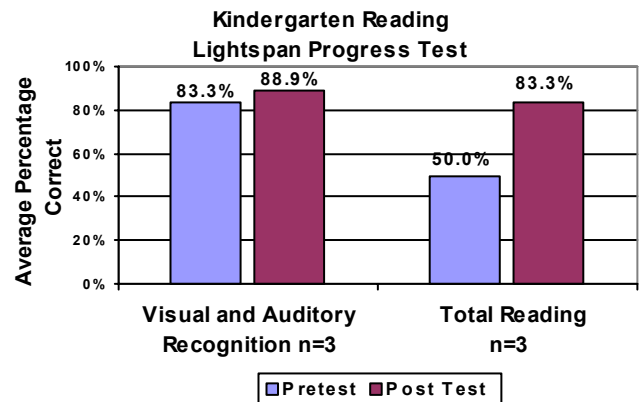
SPECIAL EDUCATION STUDENTS SHOW ACADEMIC INCREASES WHEN ASSESSED AT THE END OF A THIRTEEN-WEEK IMPLEMENTATION USING LIGHTSPAN ACHIEVE NOW™ CURRICULUM

DURING A THIRTEEN-WEEK IMPLEMENTATION, STUDENTS AT CLIFFORD DUNN ELEMENTARY SCHOOL DEMONSTRATED GAINS IN BOTH LANGUAGE ARTS AND MATHEMATICS. STUDENT ACHIEVEMENT INCREASED BY 30% IN TOTAL READING FOR THOSE STUDENTS ASSESSED ON THE KINDERGARTEN LEVEL. SCORES ROSE MORE THAN 10% IN READING CONCEPTS FOR STUDENTS ON THE FIRST-GRADE LEVEL, AND EXCEEDED 30% ON MAJOR READING CONCEPTS FOR STUDENTS ON THE SECOND-GRADE LEVEL.

SUPPORTED BY LOCAL FUNDING, DUNN ELEMENTARY SCHOOL IMPLEMENTED LIGHTSPAN ACHIEVE NOW AS A PART OF THEIR SPECIAL EDUCATION DEPARTMENT INTERVENTION STRATEGIES. FROM FEBRUARY THROUGH MAY, STUDENTS WERE EXPOSED TO THE LIGHTSPAN ACHIEVE NOW CURRICULUM TWO OR THREE TIMES A WEEK FOR A PERIOD OF TIME VARYING BETWEEN TWENTY TO FORTY-FIVE MINUTES. INSTRUCTION TOOK PLACE IN LARGE GROUP, SMALL GROUP AND INDIVIDUAL SETTINGS. STUDENTS WERE ASSESSED USING THE LIGHTSPAN PROGRESS TESTS IN FEBRUARY AND MAY TO MEASURE ACADEMIC GROWTH AND PROGRAM EFFECTIVENESS.

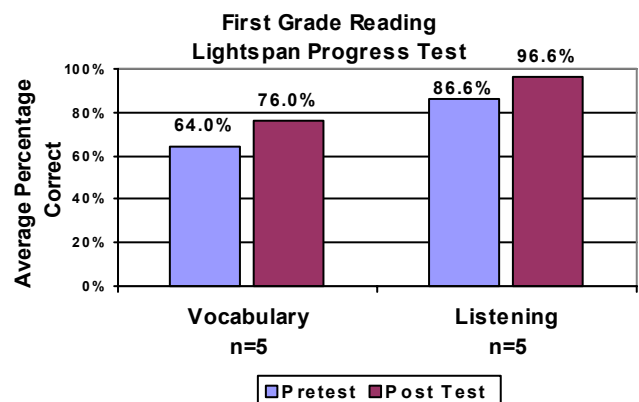
An increase of more than 30% in Total Reading for Kindergarten level students

Students increased their performance in Visual and Auditory Recognition by 5.6% on the Kindergarten level of pre- and post-tests of the Lightspan Progress Tests. Participating students made gains of 30.3% in Total Reading and Language.



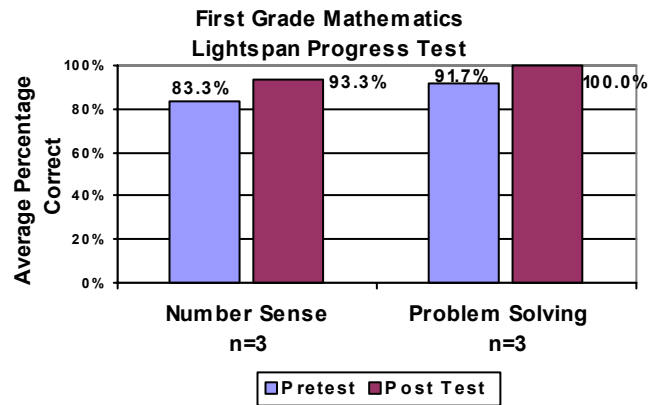
Students show gains of 12% in Vocabulary and 10% in Listening Skills

Reading gains topped 10% with increases in Vocabulary of 12%. Listening Comprehension showed a 10% gain when Lightspan pre- and post-test scores were compared.



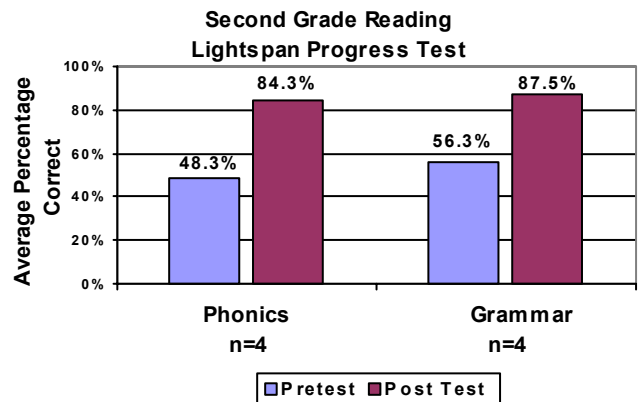
Students exceed 90% mastery in critical Mathematics skills

Students assessed on the first-grade level, showed an increase of 10% in Number Sense and an 8.3% gain in Problem Solving as measured by the pre- and post-test averages of the Lightspan Progress Tests.



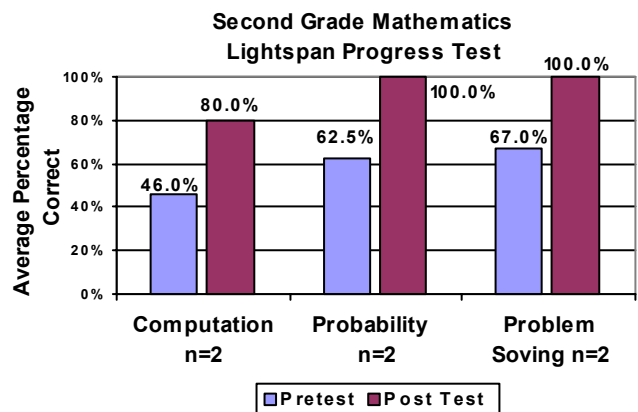
Phonics and Grammar concepts top 30% increase

Students made progress with Phonics and Decoding skills where they demonstrated a gain of 36%. Grammar, Mechanics and Usage scores increased by 31.3% during the thirteen-week implementation of Lightspan Achieve Now™.



Students show 100% mastery in Probability and Problem Solving

Students tested on the second-grade level increased their Computation scores by moving from 46% at pretest to 80% on the post test for a gain of 36%. Probability scores scored to 100% mastery by moving from an initial 62.5% average pass rate then posting a 37.5% gain on the final test. A 33% gain was seen in Problem Solving posting another 100% pass rate.



Clifford Dunn Elementary School

Clifford Dunn Elementary is among the ten elementary campuses Aldine Independent School District sites using Lightspan Achieve Now™ in their Lightspan special education project. Dunn boasts an impressive achievement record. Opening their doors in 1986, they have been consistently recognized

students in grades Kindergarten through fourth, with an ethnic distribution of 46% African-American, 33% Hispanic, and 18% White. Dunn offers special education services, English as a Second Language classes, and bilingual education classes. Both school personnel and parents develop campus goals each year. The goals for the 2002-03 school year included: "To diminish the instructional gap between specific student populations. To increase student achievement for all students by identifying individual needs and addressing those needs through learning styles, learning centers, and quality instruction." Using Lightspan Achieve Now™ as an instructional tool for the special education population was a natural match for the campus goals. The faculty and staff are committed to their mission: "Our mission is to establish an academic environment which integrates old-fashioned values with new progressive ideas that will enhance the self-esteem of each and every student regardless of their diverse socio-economic and cultural backgrounds."

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 at Clifford Dunn Elementary began in February of 2003. The project 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 motivating curriculum software aligned to the Texas Essential Knowledge and Skills as well as the Aldine ISD curriculum. Reading and mathematics were the target areas for Dunn Elementary students. Curriculum alignment began during the Lightspan program orientation when 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 set in a pull-out format. Achieve Now 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.

Specific instructional objectives were selected by examining the students' Individual Education Plan (IEP) and pre-test scores from the Lightspan Achieve Now Progress Tests. Utilization of the Lightspan grading template allowed the teacher to find appropriate CDs to meet individual student needs. 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 year implementation review with all participating professional personnel.

During the coming school year, Carmichael 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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