

David A. Harrison Elementary

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
DISPUTANTA, VIRGINIA.

SCHOOL PROFILE

403 STUDENTS, GRADES K-2
38% Free/Reduced Lunch
49% White
45% African-American
4% Hispanic
1% Asian

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Family Homework Model
- Grade 1, Began September 1999
- 100% Home Deployment
- Reading/Language Arts/Mathematics Focus

RESEARCH INSTRUMENTS

Phonological Awareness Literacy Screening (PALS)
Lightspan Progress Test

RESEARCH TIME FRAME

2002-03 School Year

LIGHTSPAN STUDENTS DEMONSTRATE STRONG GAINS IN TOTAL READING/LANGUAGE ARTS AND MATHEMATICS

FIRST-GRADE LIGHTSPAN STUDENTS AT DAVID A. HARRISON ELEMENTARY SCHOOL DEMONSTRATED A STATISTICALLY SIGNIFICANT AVERAGE GAIN OF 29.44% ($p < .001$) IN TOTAL READING/LANGUAGE ARTS AND 33.63% ($p < .001$) IN TOTAL MATHEMATICS, AS MEASURED BY THE LIGHTSPAN PROGRESS TEST. ADDITIONALLY, ON THE PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS), 2.9% MORE STUDENTS MET THE BENCHMARK ON THE ENTRY LEVEL SUM, WHEN FALL AND SPRING SCORES WERE COMPARED.

THE GOAL OF THE SCHOOL WAS FOR ALL FIRST-GRADE STUDENTS INVOLVED IN THE LIGHTSPAN PROGRAM TO REACH THE SPRING READING BENCHMARK ON THE PALS TEST. IN ADDITION, THE SCHOOL EXPECTED THOSE STUDENTS TO ACHIEVE A MINIMUM OF 70% IN TOTAL READING AND TOTAL MATHEMATICS, AS MEASURED BY THE LIGHTSPAN PROGRESS TEST.

POST TEST SCORES ON THE PALS TEST REVEALED 79.4% OF LIGHTSPAN STUDENTS MET THE ENTRY LEVEL SUM BENCHMARK, WHILE POST TEST RESULTS ON THE LIGHTSPAN PROGRESS TEST SHOWED 82.4% AND 100% OF THE STUDENTS SCORING AT OR ABOVE 70% IN TOTAL READING/LANGUAGE ARTS AND TOTAL MATHEMATICS, RESPECTIVELY.

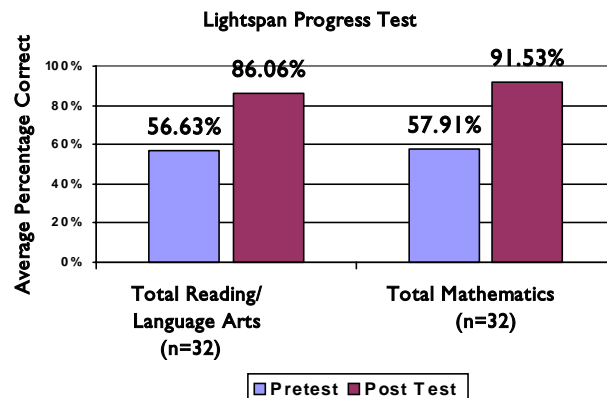
DURING THE 2002-2003 SCHOOL YEAR AT DAVID A. HARRISON ELEMENTARY SCHOOL, FIRST-GRADE STUDENTS USED THE LIGHTSPAN ACHIEVE NOW™ CURRICULUM AT SCHOOL AND AT HOME. THROUGH CLASS DEMONSTRATIONS, TEACHERS AT THE SCHOOL USED THE CURRICULUM TO INTRODUCE LEARNING CONCEPTS. THE STUDENTS THEN USED THE CURRICULUM AT HOME TO WORK ON LIGHTSPAN ACTIVITIES THAT REINFORCED OR EXTENDED THOSE CONCEPTS.

QUANTITATIVE AND QUALITATIVE DATA WERE COLLECTED TO EVALUATE STUDENT ACHIEVEMENT GAINS AND PROGRAM EFFECTIVENESS: THE LIGHTSPAN PROGRESS TEST AND THE PALS WERE ADMINISTERED TO STUDENTS BEFORE AND AFTER THE LIGHTSPAN ACHIEVE NOW IMPLEMENTATION. ADDITIONALLY, QUESTIONNAIRES WERE DISTRIBUTED TO FAMILIES AND TEACHERS AT THE END OF THE PROGRAM FOR FEEDBACK ON THE LIGHTSPAN EXPERIENCE.

REPORTED IN THIS STUDY IS THE ACHIEVEMENT GROWTH OF PARTICIPATING LIGHTSPAN STUDENTS WHO TOOK BOTH PRE- AND POST-TESTS OF EACH ASSESSMENT. IN ADDITION, HIGHLIGHTS FROM THE QUESTIONNAIRES ARE ALSO REPORTED IN THE STUDY. RESULTS FROM THE QUESTIONNAIRES REFLECT THE VIEWPOINTS OF LIGHTSPAN FAMILIES AND TEACHERS.

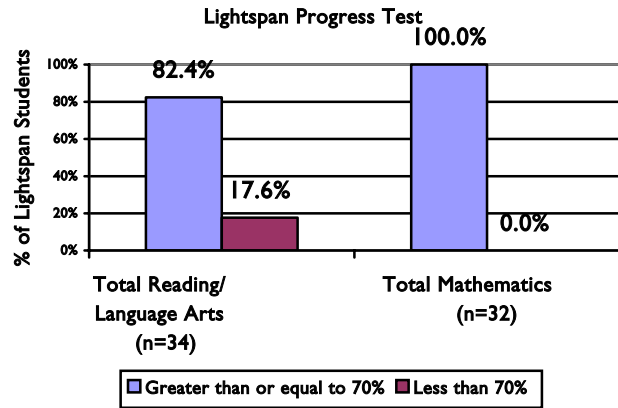
Significant gains posted by first-grade students in Reading/Language Arts and Mathematics

On the Lightspan Progress Test, first-grade students using Lightspan Achieve Now curriculum realized statistically significant gains of 29.44% ($p < .001$) and 33.63% ($p < .001$) in Total Reading/Language Arts and Total Mathematics, respectively.



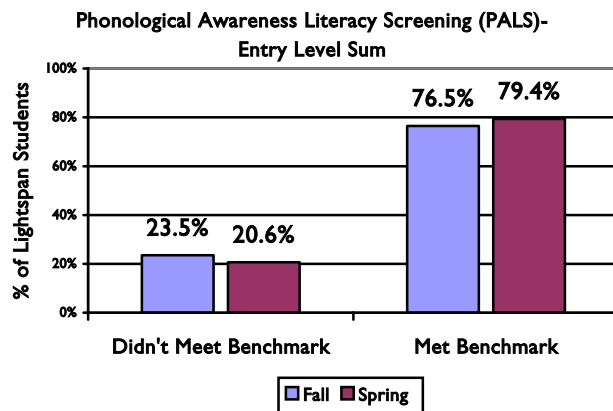
School's expectations met by most Lightspan students on the Lightspan Progress Test

The school expected Lightspan students to achieve 70% total reading and total math scores, as measured by the Lightspan Progress Post Test. As a group, the Lightspan students surpassed this expectation, with an average post test score of 86.06% in Total Reading/Language Arts and 91.53% in Total Mathematics. At the student level, a frequency count showed the percentage of students meeting or exceeding the school's expectation in Total Reading/Language Arts and Total Mathematics to be 82.4% and 100%, respectively.



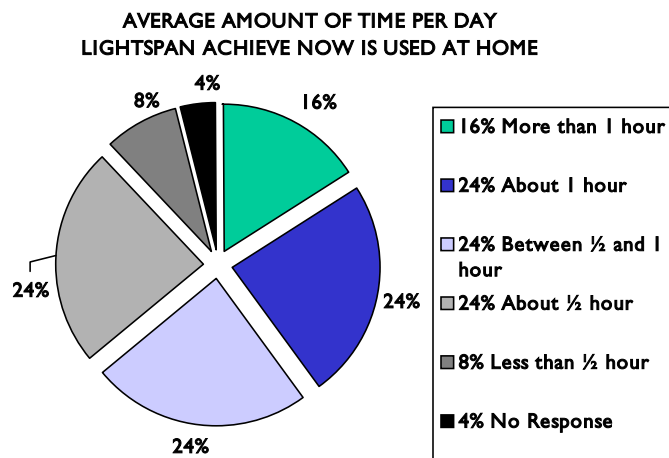
Over three-fourths of Lightspan students met the PALS benchmark

The school expected all first-grade students in the Lightspan program to reach the spring benchmark on the PALS. However, the actual percentage of students that passed was 79.4%. Nevertheless, 2.9% more students met the PALS Entry Level Sum benchmark in spring compared to fall.



More time spent learning at home

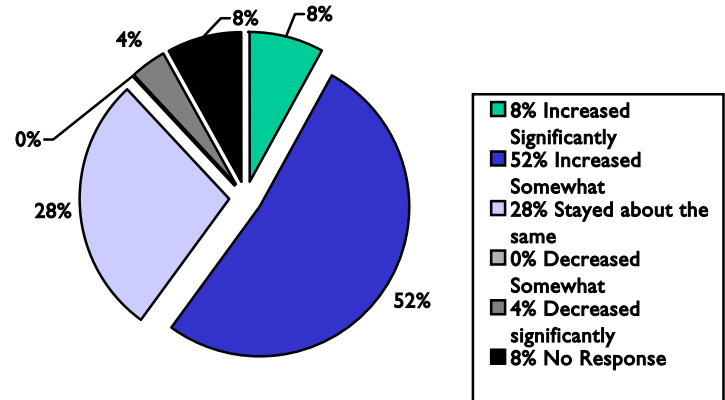
A majority of the families of David A. Harrison Elementary students participating in the Lightspan program indicated an extension of the learning day, with 88% of 25 families reporting that, on average, their child spent about 30 minutes, or more, per day using Lightspan Achieve Now at home. Moreover, families reported that their child replaced other activities, notably, use of the computer (40%) with Lightspan Achieve Now.



Family involvement in schoolwork increases

Many of the families (80% of 25 family respondents) reported averaging about 30 minutes, or more, per day working with their child on Lightspan Achieve Now at home. Notably, 40% of the families personally reviewed and used Lightspan at home between 30 minutes to over 1 hour per day. Moreover, 60% reported an increase in the amount of time they spent working or talking with their child about schoolwork, since having Lightspan Achieve Now in the home.

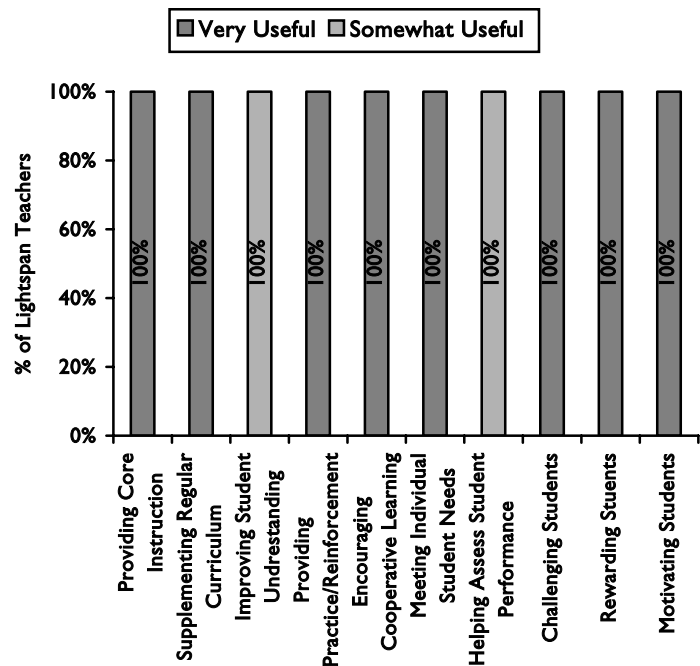
FAMILIES REPORT THE CHANGE IN AMOUNT OF TIME PER DAY SPENT WORKING AND TALKING WITH THEIR CHILD ABOUT SCHOOLWORK



Teachers report effectiveness of the Lightspan program

One of two participating first-grade teachers at David A. Harrison Elementary responded to the teacher questionnaire. This teacher felt that Lightspan was very useful in providing core instruction, supplementing the regular curriculum, providing practice and reinforcement on learning concepts/skills, encouraging cooperative learning, meeting the individual needs of students, as well as, challenging, rewarding, and motivating the students. The teacher rated Lightspan as being somewhat useful in improving student understanding and helping assess student performance. The teacher noted that Lightspan had significantly increased the motivation and interest of students toward class work, and that the students' overall reactions to the Lightspan program were very positive.

LIGHTSPAN IS EFFECTIVE



David Harrison Elementary School Program Background

David A. Harrison Elementary School is located in rural Prince George County, in south central Virginia. The teachers at David Harrison strive to prepare the students in grades K-2 to meet or exceed the standards set by the Virginia Department of Education when they are formally evaluated in Grade 3. The school serves a diverse population in that approximately 50% of the 400 students in attendance are from military families.

The goals of the Lightspan Achieve Now implementation are to strengthen student performance in language arts and mathematics and for all students to meet grade level benchmarks by the end of the school year. The program is funded locally and began in one first grade classroom in September 1999. It was expanded in September 2002 to include an additional first grade classroom.

The teachers participated in professional development four times throughout the 2002-03 school year. Each session included exploration of the Lightspan Adventures®, alignment of Lightspan curriculum to state standards and classroom needs, and participation in classroom integration lessons. Lightspan Adventures were introduced in class each week and sent home for one week. Teachers alternated between sending home language arts and math CDs. Parents were required to sign progress charts each week indicating the learning activities explored by their child. Instruction sheets, developed by the lead first grade teacher, were sent home with each Lightspan Adventure directing families to the activities appropriate for that week's homework. Lightspan centers were utilized in each classroom for whole group instruction as well as individual and small group center work.

Families of the students involved in the Lightspan Achieve Now program attended three family involvement meetings during the 2002-03 school year. The initial meeting was designed to familiarize parents with the program and to distribute Lightspan Achieve Now materials. The mid-year celebration allowed parents to learn about the connections between the Lightspan program and the Virginia Standards of Learning, create math and language arts activities to take home, and participate in a question-and-answer session. The final family event was designed to celebrate the program, receive feedback from families, and collect materials.

Achievement results of this implementation were measured by fall and spring administrations of the Phonological Awareness Literacy Screening and Lightspan Progress Tests. Moreover, questionnaires were distributed to teachers and families at the end of the program to collect participants' opinions and reflections on various aspects of the Lightspan implementation and experience.

Future plans for the Lightspan Achieve Now program include providing further teacher support in aligning program materials to individual student needs, and continuing to build teacher knowledge of the Lightspan Adventures.

Through Lightspan, access to technology has been made available in an equitable manner for all involved students. Furthermore, the Lightspan program involves families in their children's education, links families to the school, and motivates student learning at school and at home.



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