

# Aldine Independent School District

OV CALVERT, WILLIAM R. CARMICHAEL, INEZ CARROLL, CARTER ACADEMY, CLIFFORD DUNN, THOMAS B. GRAY, RALPH G. GOODMAN, ORANGE GROVE, WEAVER ODOM, MARY WALKER STEPHENS.  
ALDINE, TEXAS

## DISTRICT PROFILE

### 55 CAMPUSES

34,415 Students  
54.7% Hispanic  
38.7% Black  
8.7% White  
2.8% Asian

73.7% Economically Disadvantaged  
22.9% Limited English Proficient

## LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Kindergarten – Grade 4
- 13 weeks Implementation
- Reading/Language Arts and Mathematic focus for Special Educaiton

## RESEARCH INSTRUMENTS

Lightspan Progress Test

## RESEARCH TIME FRAME

2003 February through May

### SPECIAL EDUCATION STUDENTS SHOW GAINS IN READING AND LANGUAGE ARTS DURING THIRTEEN-WEEK SPRING IMPLEMENTATION OF LIGHTSPAN ACHIEVE NOW™

DURING THE SPRING SEMESTER OF 2003, TEN ELEMENTARY SCHOOLS IN THE ALDINE INDEPENDENT SCHOOL DISTRICT WERE CHOSEN TO PARTICIPATE IN A PILOT PROGRAM TO CLOSE THE PERFORMANCE GAP BETWEEN GRADE PLACEMENT AND ACHIEVEMENT FOR SPECIAL EDUCATION STUDENTS. THE PARTICIPATING ELEMENTARY SCHOOLS WERE OV CALVERT, WILLIAM R. CARMICHAEL, INEZ CARROLL, CARTER ACADEMY, CLIFFORD DUNN, THOMAS E. GRAY, RALPH G. GOODMAN, ORANGE GROVE, WEAVER ODOM, AND MARY WALKER STEPHENS.

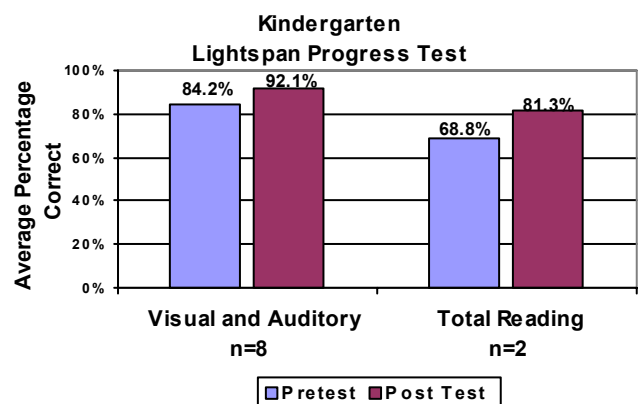
EACH SCHOOL DETERMINED A TARGET POPULATION WITHIN THE SPECIAL EDUCATION DEPARTMENT TO TRACK, ALTHOUGH ALL STUDENTS HAD ACCESS DURING THEIR SPECIAL EDUCATION INSTRUCTION FOR UP TO FORTY-FIVE MINUTES TWO TO THREE TIMES A WEEK. TO ASSESS THE IMPACT OF THE LIGHTSPAN ACHIEVE NOW™ CURRICULUM ON THE SPECIAL EDUCATION STUDENT POPULATION, THE PRE- AND POST-TESTS OF THE LIGHTSPAN PROGRESS TESTS WERE USED AS A MEASURE OF SUCCESS.

### OVERALL DISTRICT RESULTS

GAINS WERE NOTED IN EACH PERFORMANCE LEVEL IN THE GROUP OF STUDENTS TAKING THE LIGHTSPAN PROGRESS TESTS. THE MAJORITY OF STUDENTS TESTED WERE PERFORMING ON THE FIRST AND SECOND GRADE LEVEL REGARDLESS OF GRADE PLACEMENT. TARGETED STUDENTS PARTICIPATING IN THE PROGRAM SPANNED GRADES KINDERGARTEN THROUGH FOURTH. TESTING RESULTS WERE NOT AVAILABLE FOR ALL GRADE LEVELS FOR ALL SCHOOLS. SCHOOLS PROVIDING PRE- AND POST-TEST RESULTS ARE INCLUDED IN THIS REPORT.

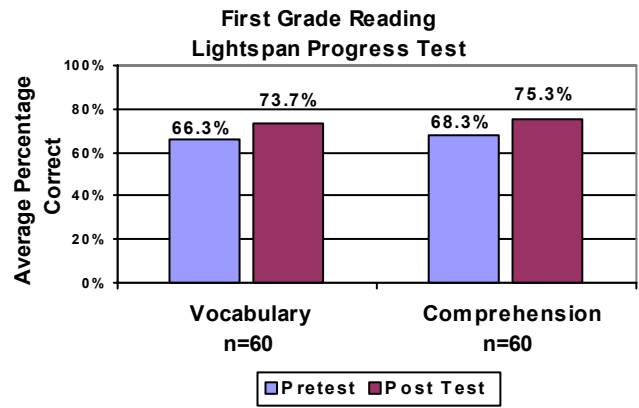
## Kindergarten level assessment shows an overall gain of 12.5% in Reading concepts

Students performing on the kindergarten level showed gains of 7.9% in Visual and Auditory discrimination, with a total gain of 12.5% in Reading concepts for the thirteen-week implementation of Lightspan Achieve Now™ curriculum.



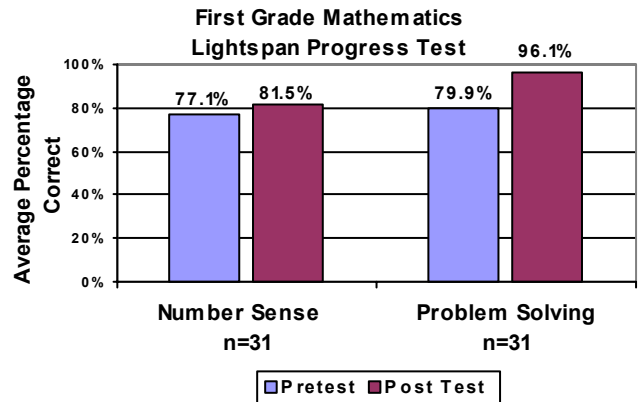
## Skills Strengthened in Vocabulary and Comprehension by 7.4%

Targeted students improved in the two major reading concepts of Vocabulary Development and Reading Comprehension with increases of 7.4% and 7% respectively for those taking the first-grade Lightspan Progress Test.



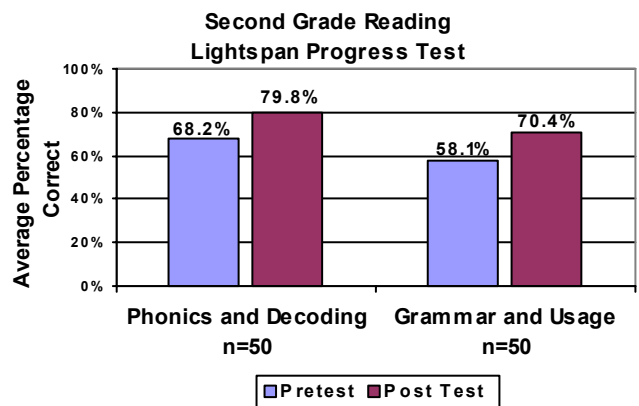
## Improvement in Problem Solving skills marked with a 16.2% gain

Students performing on a first-grade level in Mathematics achieved a 4.4% gain in Number Sense and a 16.2% gain in Problem Solving.



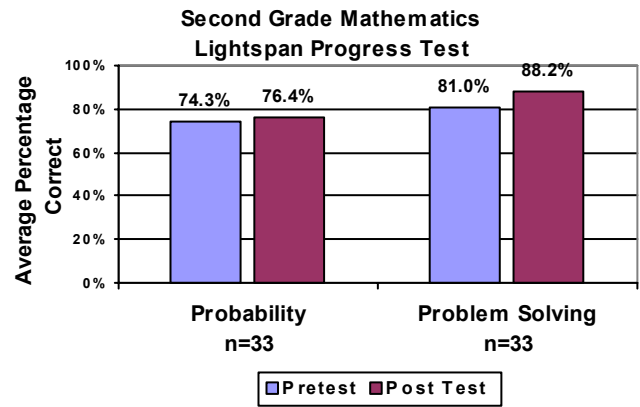
## Students show increases of 12.3% in Reading skills

Students taking the second-grade reading test gained 11.6% in Phonics and Decoding and 12.3% in Grammar, Mechanics and Usage as measured with the pre- and post-tests with the Lightspan® Progress Test.



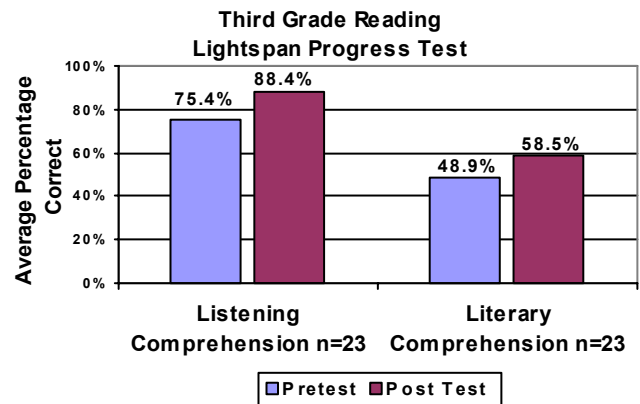
## Students performing on the second-grade level show up to a 7.2% gain in Mathematics skills

Students performing on the second-grade level posted a 2.1% gain in Probability and a 7.2% increase in Problem Solving at the end of the thirteen-week Lightspan implementation.



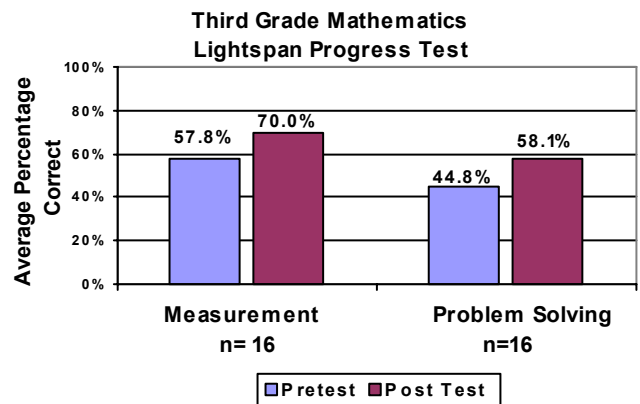
## Students make progress in third-grade Reading with an increase in Critical Reading skills

Students taking the third-grade reading test improved Listening Comprehension skills by 13% and Literary Comprehension skills by 9.6%.



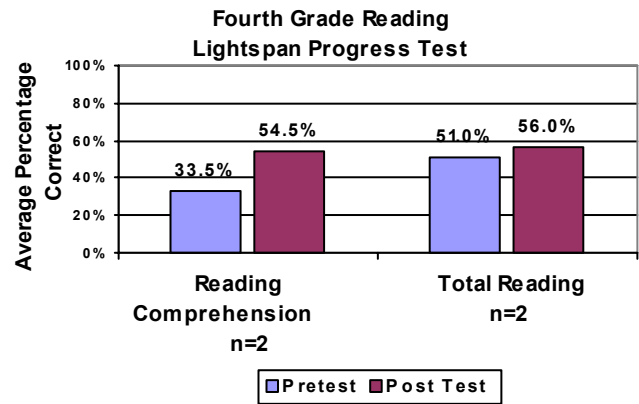
## Students gain better than 12% in two major areas of Mathematics

Students performing on the third-grade level in Mathematics demonstrated a 12.2% increase in Measurement and a 13.3% gain in Problem Solving as tested by the results of the Lightspan Progress Test.



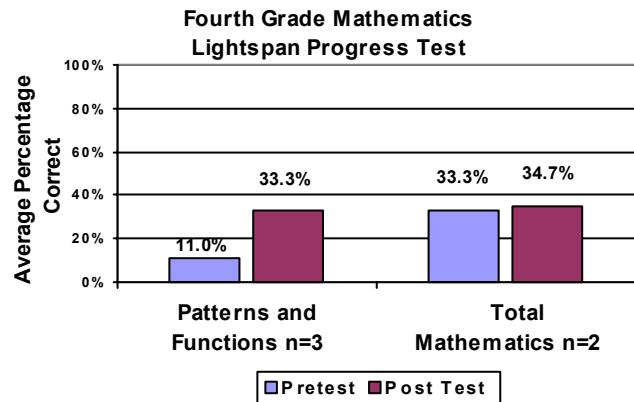
## Students improve in Basic Reading skills on fourth-grade test

Reading Comprehension scores moved from 33.5% to 54.5% for a gain of 21% for students taking the fourth-grade Lightspan Progress Test. Their Total Reading average gain scores increased by 5%.



## Students improved in understanding Patterns and Functions by 22.3% on fourth-grade mathematics assessment

During the thirteen-week Lightspan implementation, students performing on the fourth-grade level showed an overall increase in mathematics of 1.4% in Total Mathematics with a 22.3% growth in Patterns and Functions.



## The Aldine Independent School District Background Information

In February of 2003, the Aldine Independent School District implemented Lightspan Achieve Now™ in special education classes at ten of the twenty-nine elementary campuses serving students with grade placement from Kindergarten through fourth-grade. Each school chose to use the Lightspan Achieve Now curriculum with all special education students, and teachers from each school selected a specific group of students to participate in the implementation evaluation.

Aldine school district is an urban center located in north Houston in an area east of US Highway 59 and encompasses both sides of Interstate 45. Aldine ISD faculty and staff are committed to their mission: "We exist to prepare each student academically and socially to be a responsible and productive citizen, critical thinker, and problem solver."

Initial project planning was held on February 7, 2003 with district leaders, area directors from the Special Education Department and the ten local campus principals in attendance. The overriding district goal is to accelerate instruction to bring the targeted student population closer to grade level performance. As a result of the planning session, campus principals committed to having their teachers view the Lightspan Desktop Professional CD relating to Program Orientation before the initial training date.

During the first two days of training, all impacted personnel from each campus, which included principals, assessment specialists, three teachers, and four Area Program Directors met for one-half day to review the goals, district expectations, roles and responsibilities and the timeline. The schools were also offered an opportunity to self-assess in regard to the expected outcomes and what steps should happen on the individual campus in order to reach the district goal. During the remaining day and a half, Area Program Directors and three teachers from each campus focused on self-exploration, demonstrations by consultants, discussing and sharing of ideas.

During the first two weeks of the implementation, students were selected and the pretest for the Lightspan Progress Test was administered. Teachers from all campuses met again to align Lightspan Achieve Now materials and curriculum to the needs of each child. The Lightspan Grading Template was used which offered immediate alignment for the individual child. The newly developed alignments became a part of each student's (IEP) Individual Education Program. The teachers used the day to plan instruction, focusing on effective strategies, varied assessments, and instructional arrangements incorporating, small group and individualized techniques. Teachers had opportunities for hands-on exploration. Teachers agreed to implement Lightspan Achieve Now curriculum and materials ranging from a minimum of three times a week for twenty minutes to a commitment of three times a week for forty-five minutes. The participation time for each student was determined by the length of time that the student spent with the services of the special education teacher and the age and ability of the individual child.

A mid-point review conducted with the Director of Special Education, four Area Program Directors and Lightspan personnel provided insight on the progress of the implementation. Successes were noted; areas of concern were addressed; and a plan for making adjustments was determined to maintain focus on the district-student-achievement goal. The program was evaluated by comparing the pre- and post-test results of the Lightspan Progress Test.

Future implementation plans were formulated during the end-of-year review with district level personnel. Based on the reaction of students, teachers and administrators, who found merit with the program, decided to add 19 additional elementary schools for the fall of 2003, tripling the size of the implementation within the district. This will involve all the present elementary special education students with Lightspan as an intervention tool for both reading and mathematics. The ten original schools will continue receiving professional development opportunities. The nineteen new schools will be offered initial training and resources to begin their implementations. Also, under consideration is the pairing of campuses for mentoring purposes during the coming year.



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