

Bonham Elementary School

HARLINGEN CISD
HARLINGEN, TEXAS.

SCHOOL PROFILE

**776 STUDENTS,
GRADES EARLY EDUCATION-5**
87.50% Hispanic
10.95% White
0.77% Asian
0.77% African-American
14.43% 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

KINDERGARTEN STUDENTS DEMONSTRATE PROGRESS ACROSS ALL READING TASKS

DURING THE 2002-2003 SCHOOL-YEAR, KINDERGARTEN STUDENTS AT BONHAM ELEMENTARY SCHOOL DEMONSTRATED STRONG GROWTH IN ALL TESTED READING TASKS 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 MIDDLE- 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: 28.3 IN RHYMING, 20.5 IN BLENDING WORD PARTS, 15.4 IN BLENDING PHONEMES, 33.3 IN DETECTING INITIAL SOUNDS, 25.6 IN DETECTING FINAL SOUNDS, 17.9 IN LETTER NAME IDENTIFICATION, AND 17.9 IN LETTER TO SOUND LINKING.

SPECIFIC TO THE KINDERGARTEN TPRI ASSESSMENT IS THE MEASURE OF THE NUMBER OF EXPLICIT AND IMPLICIT QUESTIONS THE STUDENT ANSWERS CORRECTLY. THERE ARE A TOTAL OF 3 EXPLICIT QUESTIONS AND 2 IMPLICIT QUESTIONS ON THE TPRI. WHEN MIDDLE- AND END-OF-YEAR SCORES WERE COMPARED, THERE WAS A 12.8 PERCENTAGE POINT INCREASE OF STUDENTS WHO CORRECTLY ANSWERED THE 3 EXPLICIT QUESTIONS AND A 28.2 PERCENTAGE POINT DECREASE OF STUDENTS WHO CORRECTLY ANSWERED THE 2 IMPLICIT QUESTIONS.

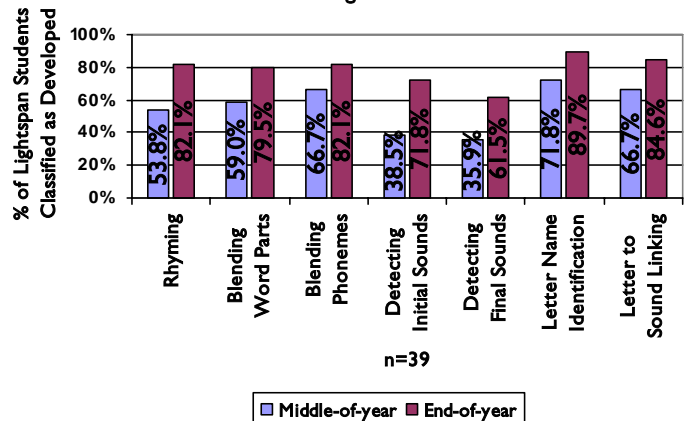
HARLINGEN CONSOLIDATED INDEPENDENT SCHOOL DISTRICT (CISD) PURCHASED LIGHTSPAN ACHIEVE NOW™ IN THE FALL OF 1998 AS A RESOURCE TO SUPPORT BILINGUAL STUDENTS IN READING/LANGUAGE ARTS. THE DISTRICT HAS CONTINUED THE IMPLEMENTATION TO DATE. DURING THE 2002-03 SCHOOL YEAR, BONHAM ELEMENTARY SCHOOL WAS ONE 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 KINDERGARTEN STUDENTS AT THE MIDDLE AND END OF THE SCHOOL YEAR (JANUARY AND MAY OF 2003).

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

More Kindergarten students classified as developed across all reading tasks

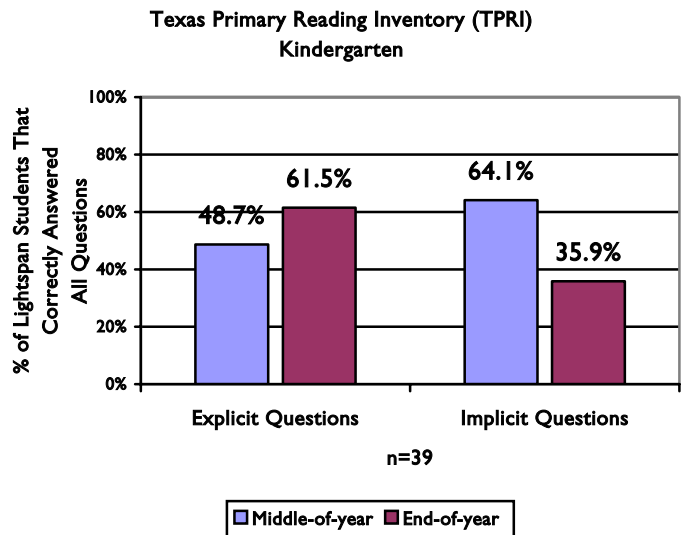
The percentage of Kindergarten students labeled as developed increased in all tested areas of reading, when middle- and end-of-year TPRI scores were compared. Specifically, the percentage point increases of developed students are as follows: 28.3 in Rhyming, 20.5 in Blending Word Parts, 15.4 in Blending Phonemes, 33.3 in Detecting Initial Sounds, 25.6 in Detecting Final Sounds, 17.9 in Letter Name Identification, and 17.9 in Letter to Sound Linking.

Texas Primary Reading Inventory (TPRI)
Kindergarten



Increase in percentage of Kindergarten students able to answer explicit questions

There was a 12.8 percentage point increase of students who correctly answered all explicit questions. However, there was a 28.2 percentage point decrease of students who correctly answered all implicit questions.



Bonham Elementary School Program Background

The mission at Bonham Elementary School is to meet the diverse needs of all children and to empower students with the skills needed to become successful, productive citizens in an ever changing world.

According to the campus vision statement, "Bonham's students are eager to learn and to accept challenges. They are friendly, loving individuals who maintain a positive "CAN DO" attitude. The students are proud to be at Bonham and strive to accomplish their goals and to be successful. A safe, supportive school atmosphere surrounds our students and enhances their positive attitudes. Such an environment enables each student to be successful in all areas of learning. The educational staff is dedicated to guiding students to become successful life-long learners. The community meets the needs of the students by modeling positive attitudes and teamwork. Each student comes from a home with loving, supportive role models who recognize that education is the key to success. An actively involved business community and school district work in partnership with the school to assure that every Bonham student reaches his/her potential. This partnership provides students with shared knowledge, progressive programs and a superior learning facility."

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 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 Bonham Elementary, teachers use Lightspan daily in the classroom and each teacher has from 2-4 learning centers established. Lightspan is

used daily in centers for an average of 25 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.



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