

Clarendon Elementary School

CLARENDON SCHOOL DISTRICT
CLARENDON, ARKANSAS.

SCHOOL PROFILE

298 STUDENTS, GRADES K-6

67% Free/Reduced Lunch
67% White
1% Hispanic
32% African American

LIGHTSPAN ACHIEVE NOW™ IMPLEMENTATION

- Classroom Model
- Grades K-4, Began September 2002
- Reading Comprehension/ Mathematics Focus

RESEARCH INSTRUMENTS

Lightspan Progress Test

RESEARCH TIME FRAME

2002-2003 School Year

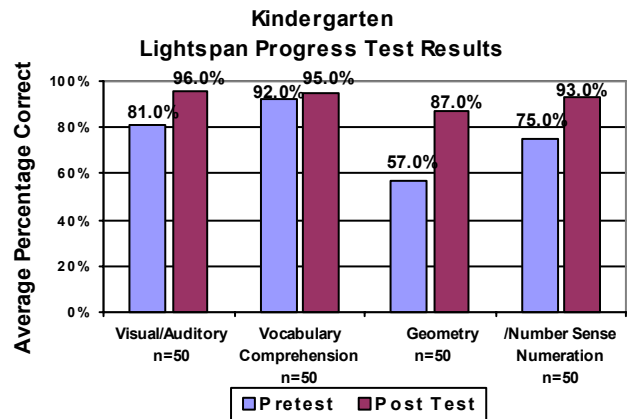
STUDENTS IN KINDERGARTEN THROUGH FOURTH-GRADE REVEAL GAINS IN BOTH READING/LANGUAGE ARTS AND MATHEMATICS.

DURING THE 2002-03 SCHOOL YEAR, STUDENTS IN GRADES KINDERGARTEN THROUGH FOUR REVEALED GAINS IN READING/LANGUAGE ARTS AND MATHEMATICS. STUDENTS POSTED AN AVERAGE GROWTH OF 14.2% IN TOTAL READING/LANGUAGE ARTS AND 21.8% IN TOTAL MATHEMATICS.

CLARENDON ELEMENTARY PURCHASED LIGHTSPAN ACHIEVE NOW™ AND THE LIGHTSPAN NETWORK® TO PROVIDE STUDENTS WITH THE OPPORTUNITY TO INCREASE ACHIEVEMENT IN READING/LANGUAGE ARTS AND MATHEMATICS BY UTILIZING THE LATEST IN EDUCATIONAL TECHNOLOGY. STUDENTS IN GRADES KINDERGARTEN THROUGH FOUR USED THE LIGHTSPAN MATERIALS ON A WEEKLY BASIS IN THE COMPUTER LAB. STUDENT ACHIEVEMENT WAS MEASURED BY COMPARING PRE-AND POST-TEST SCORES OF THE LIGHTSPAN PROGRESS TESTS.

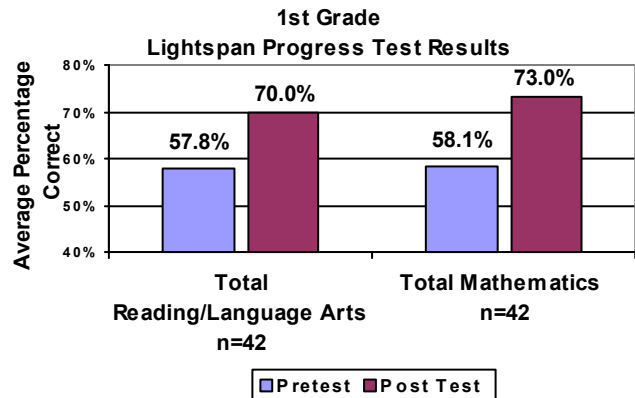
Gains recorded by kindergarten students in Reading/Language Arts and Mathematics

Kindergarten students using Lightspan Achieve Now™ posted gains of 15% in Visual and Auditory Recognition, 3% in Vocabulary Comprehension, 30% in Geometry and Patterns, and 18% in Number Sense and Numeration when comparing pre- and post-test scores using the Lightspan Progress Tests.



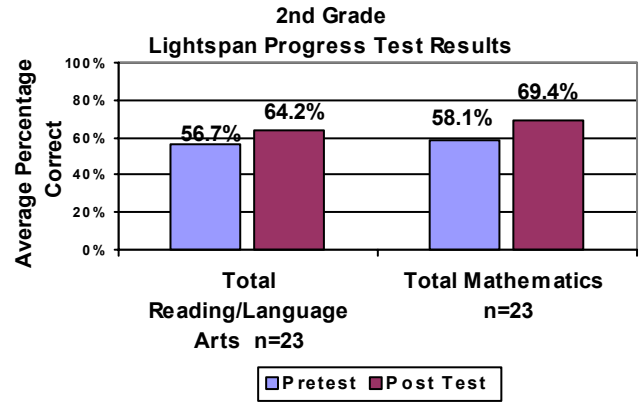
First-grade students show increase in Total Reading/Language Arts and Total Mathematics

First-grade students, tested on the Lightspan Progress Test, posted an increase of 12.2% in Total Reading/Language Arts and 14.9% in Total Mathematics after participating in the Lightspan project.



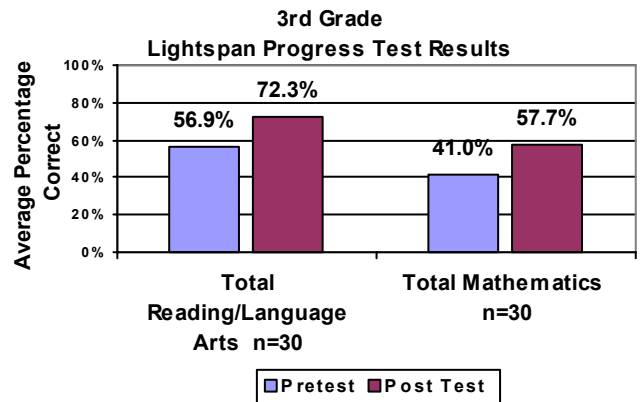
Second-grade students post a 7.5% gain in Total Reading/Language Arts and 11.3% in Total Mathematics

Second-grade students who utilized the Lightspan Achieve Now curriculum increased their Total Reading/Language Arts scores by moving from an initial score of 56.7% to a final score of 64.2% for a gain of 7.5%. An increase of 11.3% in Total Mathematics was shown when comparing pre-and post-test scores using the Lightspan Progress Tests.



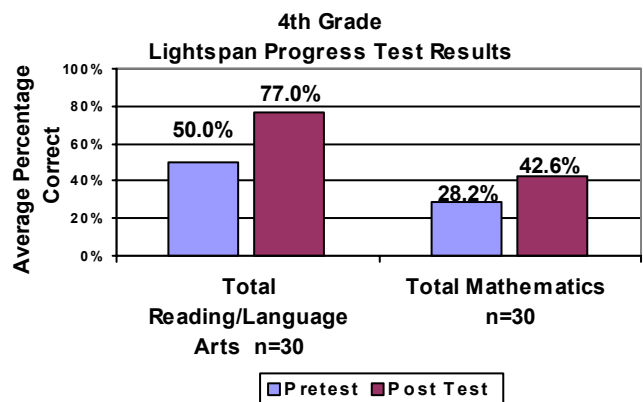
Gains posted by third-grade students in Total Reading/Language Arts and Total Mathematics

Third-grade students showed an increase of 15.4% in Total Reading/Language Arts, moving from 56.9% on the pre- test to 72.3% on the post- test. Students also showed a gain in Total Mathematics moving from an average of 41% correct on the pre test to 57.7% correct on the post-test for a growth of 16.7% when Lightspan Progress Tests scores were compared.



Fourth-grade students show gains up to 27% in Total Reading/Language Arts and 14.4% Total Mathematics

Fourth-grade students posted an increase of 27%, moving from an average of 50% correct on the pre test to an average of 77% correct on the post-test in Total Reading/Language Arts. Student performance also increased by 14.4% in Total Mathematics from an average of 28.2% correct on the Lightspan pretest to 42.6% on the post-test.



Clarendon Elementary Program Background

Clarendon Elementary School is located in Clarendon, Arkansas a rural community located in Southeast Arkansas. The school services 298 students in grades kindergarten through six. Of the 298 students 37% are White, 1% are Hispanic, and 32% are African American, with 67% qualifying for free/reduced lunch. Clarendon Elementary along with Clarendon School District is dedicated to providing students with all the skills needed to become successful participants in their community. Lightspan Achieve Now™ and The Lightspan Network® were used to enhance technology and instruction with students in grades kindergarten through four.

Lightspan Achieve Now, a standards based program, and The Lightspan Network were purchased with local funds from the district technology department to increase student achievement in Reading/Language Arts and Mathematics. The Lightspan implementation began in October 2002 with a goal of enhancing instruction and motivating students. Throughout the school year, students used Lightspan Achieve Now weekly for thirty minutes in the computer lab. Teachers selected Lightspan CD Adventures that were aligned to classroom instruction and supported student needs as indicated by the Lightspan Progress Test pre-test scores. Teachers and students were unable to access The Lightspan Network due to constant problems with the district server throughout the school year. The school did send home the log-in information for students and families to use at home.

Teachers attended professional development sessions to learn about the Lightspan curriculum, align Lightspan Achieve Now with their reading and mathematics curricula, and integrate it into their lesson plans. Alignments to individual student needs were based on the outcome of the pre-test administration of the Lightspan Progress test. Teachers used the pre-test scores to create individual student alignments as well as classroom needs alignments. Students were assessed throughout the implementation with Lightspan Progress Checks and teacher created assessments. At the end of the school year, students were tested with the Lightspan Progress Test post-test to determine growth. Participating teachers and the Lightspan consultant analyzed and charted the data from the Lightspan Progress Test pre-test and post-test. The teachers and school administrators could see the increase in student achievement with those students who used Lightspan Achieve Now.

The administration and school staff would like to see the Lightspan Achieve Now program used more in the classroom. Teachers are in the process of applying for additional funding to expand the Lightspan program not only into the classrooms, but also into student homes.



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