

Cleveland Municipal School District

CLEVELAND, OHIO

DISTRICT PROFILE

82 SCHOOLS, 71,000 STUDENTS
 79% Free/Reduced Lunch
 71% African-American, 20% White,
 8% Hispanic, 1% Other
 12% English Language Learners

LIGHTSPAN ACHIEVE NOW IMPLEMENTATION

Classroom/Family Homework Model
 Grades 2–4, Began Fall 1999
 65% Home Deployment
 Reading/Language Arts/Mathematics Focus

RESEARCH INSTRUMENTS

Ohio Proficiency Test
 Stanford Achievement Test, 9th Edition (SAT9)
 Student, Teacher, Principal and Family Surveys

RESEARCH TIME FRAME

2001–02 School Year

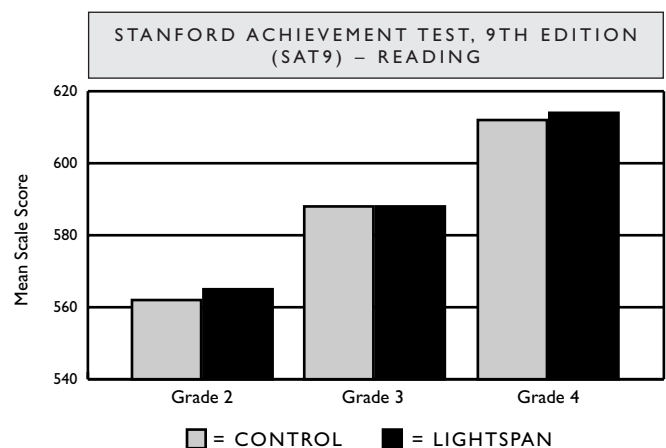
LIGHTSPAN ACHIEVE NOW™ STUDENTS OUTPERFORM CONTROL GROUP

THE 2001–02 SCHOOL YEAR REPRESENTS THE THIRD YEAR OF AN EXTENSIVE EVALUATION TO DETERMINE THE EFFECT OF LIGHTSPAN ACHIEVE NOW™ ON STUDENT LEARNING IN THE CLEVELAND MUNICIPAL SCHOOL DISTRICT (CMSD). STUDIES WERE CONDUCTED BY INTERACTIVE, INC., A PROGRAM EVALUATION FIRM SPECIALIZING IN EMPIRICAL DOCUMENTATION AND EVALUATION REGARDING THE IMPACT OF LEARNING TECHNOLOGIES AND SCHOOL AND CLASSROOM IMPROVEMENT PROGRAMS, ALONG WITH METIS ASSOCIATES, AN INDEPENDENT EDUCATIONAL RESEARCH AND EVALUATION FIRM. EVALUATORS COLLECTED STUDENT ACHIEVEMENT DATA AND SURVEYED STUDENTS, TEACHERS, PRINCIPALS, AND FAMILIES. ADDITIONALLY, THEY CONDUCTED INDEPENDENT SITE VISITS TO GATHER QUALITATIVE DATA.

STUDENTS IN SECOND, THIRD, AND FOURTH GRADE LIGHTSPAN CLASSROOMS AT FIFTY-FIVE SCHOOLS IN THE CLEVELAND MUNICIPAL SCHOOL DISTRICT USED LIGHTSPAN ACHIEVE NOW™ DURING THE 2001–02 SCHOOL YEAR TO INCREASE PERFORMANCE ON THE OHIO PROFICIENCY TEST. TO ASSESS THE EFFECT OF THE LIGHTSPAN ACHIEVE NOW PROGRAM, EVALUATORS CONDUCTED AN ANALYSIS OF COVARIANCE (ANCOVA), IN WHICH SPRING 2002 SAT9 SCORES WERE ANALYZED AND WHICH CONTROLLED FOR THE ADMINISTRATION OF THE OHIO PROFICIENCY TESTS. STUDENTS USING THE LIGHTSPAN CURRICULUM AT SCHOOL AND AT HOME OUTPERFORMED CONTROL STUDENTS IN BOTH READING AND MATHEMATICS, AS MEASURED BY THE SPRING 2002 SAT9. SAT9 RESULTS OVER THE THREE-YEAR PERIOD ALSO REVEALED THAT LIGHTSPAN STUDENTS USING THE PROGRAM FOR THREE YEARS OUTSCORED CONTROL GROUP STUDENTS WHO DID NOT USE LIGHTSPAN. WHEN COMPARING PASS RATES ON SPRING 2002 OHIO PROFICIENCY TESTS, SECOND- AND FOURTH-GRADES STUDENTS OUTPERFORMED CONTROL STUDENTS IN READING AND SECOND-, THIRD-, AND FOURTH-GRADE STUDENTS OUTPERFORMED CONTROL STUDENTS IN MATHEMATICS.

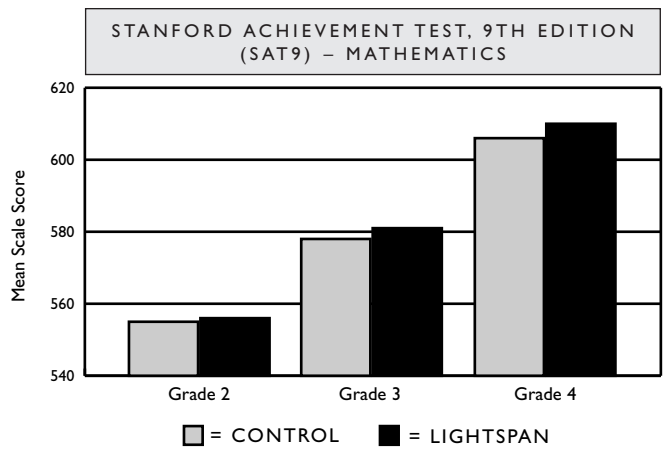
Second- and fourth-grade Lightspan students outperform control students in Reading on SAT 9. Third-grade students match control group.

Second-grade Lightspan students outscore control students with mean scale scores of 565 and 562 respectively. Fourth-grade Lightspan students outscore control group students by two scale points with mean scale scores of 614 and 612 respectively. Third-grade Lightspan students score 588 – the same as control group students scored.



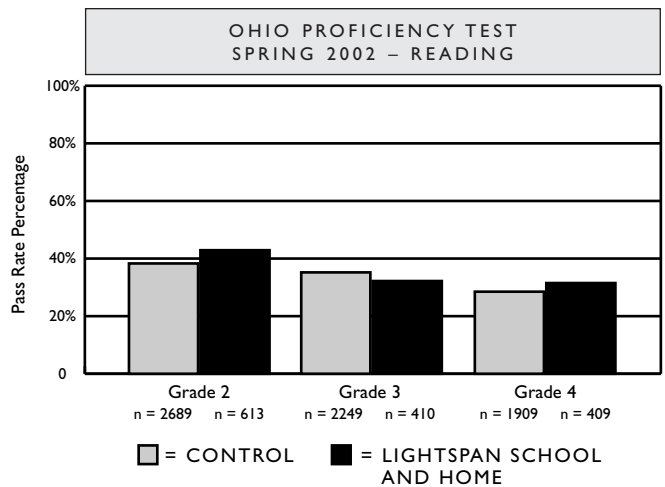
Second-, third-, and fourth-grade Lightspan students outperform control students in Mathematics on SAT9.

Second-, third- and fourth-grade Lightspan students outscore control students by 1, 2, and 4 scale score points respectively, with a statistically significant gain at third-grade.



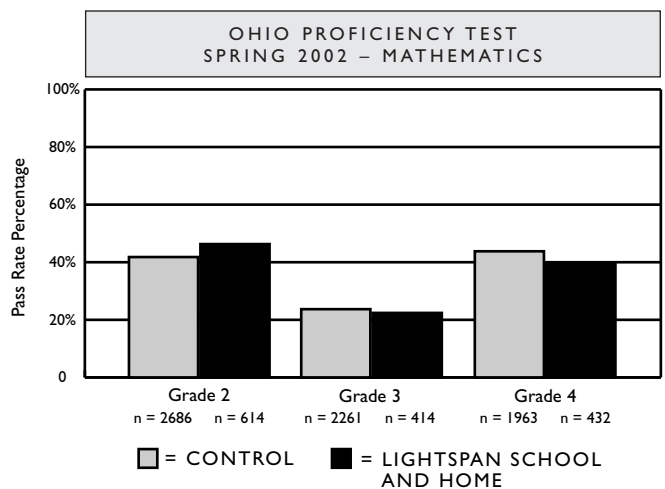
Second- and fourth-grade Lightspan students outperform control students in Reading on Ohio Proficiency Test.

Second- and fourth-grade Lightspan students using the program at school and at home demonstrated higher pass rates of 42.9% and 31.5%, respectively, compared to 38.3% and 20.5% by control group students. Third-grade Lightspan students scored 3% lower than control students.



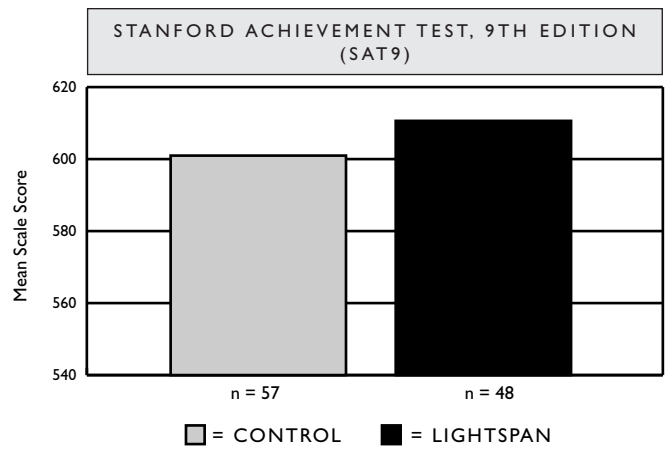
Second-, third-, and fourth-grade Lightspan students outperform control students in Mathematics on Ohio Proficiency Test.

Second-, third-, and fourth-grade Lightspan students using the program at school and at home demonstrated higher pass rates of 46.3%, 23.7%, and 43.8%, respectively, compared to 41.8%, 22.4%, and 39.9% by control group students.



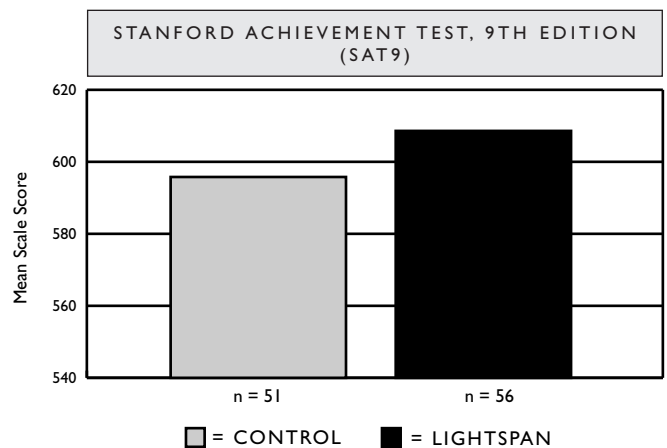
Three-year results favor Lightspan Students in Reading on the SAT9.

Fourth-grade students who participated in the Lightspan program for three years were compared to a matched control group who had not been exposed to Lightspan. In Reading, Lightspan students outscored control students with adjusted mean scale scores of 610.62 and 600.97 respectively.



Fourth-grade students achieve significant results in Mathematics.

Fourth-grade students who participated in the Lightspan program for three years were compared to a matched control group who had not been exposed to Lightspan. In Mathematics, Lightspan students outscored control students with adjusted mean scale scores of 608.59 and 595.79 respectively, a statistically significant difference of 12.8.



Students consider Lightspan helpful in their learning

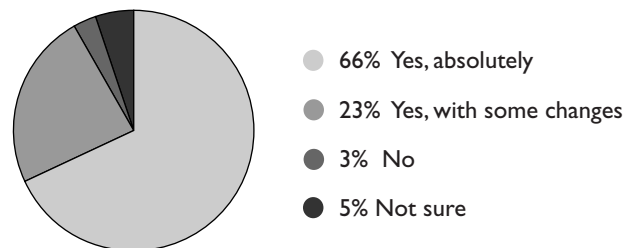
84.2% of students surveyed believe that Lightspan helps them with Reading, and 85.1% responded that Lightspan helps them with Mathematics.

Lightspan Classroom Learning Impact Student Responses, 2001-02		
Question:	n	% of affirmative responses
1. Do you think that Lightspan helps you with Reading?	2412	84.2%
2. Do you think that Lightspan helps you with Mathematics?	2361	85.1%

Parents recommend continued use of Lightspan

89% of parents surveyed recommend continued use of Lightspan. 66.2% were enthusiastic about continued use without any changes in the program.

Parents' Recommendations About Continued Use of Lightspan, 2001-02



Teachers and principals report support for Lightspan as an instructional tool

Teachers and principals report that Lightspan is a high quality instructional tool that is valuable both for students and teachers.

Lightspan Classroom Learning Impact Teacher and Principal Responses, 2001–02 Teachers n = 115 Principals n = 29		
Statement:	% of Teachers in Agreement	% of Principals in Agreement
1. Lightspan is a high quality educational program	94.8%	89.6%
2. Lightspan is a valuable learning tool for students.	98.2%	89.6%
3. Lightspan is a valuable instructional tool for teachers.	94.0%	89.6%

Cleveland Municipal School District Program Background

Cleveland Municipal School District (CMSD) has partnered with Lightspan, Inc. since 1999 as a part of systematic reform efforts to improve academic proficiency. As one of the instructional programs CMSD is implementing, the Lightspan Achieve Now™ program was implemented in second and fourth grade classroom in 56 schools beginning in the 1999–00 school year. The program continued in grades 2 and 4 during the 2000–01 school year and expanded to grade 3 at selected sites, as well as a few fifth grade classrooms. During the 2001–02 school year, second, third, and fourth grade classrooms at 55 sites participated in the program.

During the 2001–02 school year, the Lightspan program was implemented as both a teaching and learning tool in classrooms. It was used in large and small group instruction as well as in individual learning centers. Additionally, Achieve Now CDs were sent home as an extension of student learning. This home deployment served as a powerful way to engage families in their children’s learning process.

A Lightspan Educational Consultant worked in the classrooms and with groups of teachers to integrate Lightspan Achieve Now™ into the core curriculum and to use achievement data to align Lightspan usage to student learning needs. Family involvement continues to be an important goal for CMSD.

Cleveland Municipal School District continues to evaluate the implementation process and student achievement. Student data, classroom observations, and teacher/student/family/principal surveys are conducted to determine program success.



10140 CAMPUS POINT DRIVE
SAN DIEGO, CA 92121-1520
1-888-4 ALL KIDS
www.lightspan.com