



Waterford
Early
Learning™

“Of the many children who have learned from and enjoyed Waterford Early Learning, probably the most striking example is a kindergarten boy who arrived in the fall and exhibited that he had special needs. When he tried to communicate, he could hardly be understood. He did not exhibit the social skills needed to get along with peers and manage in the classroom.

“He became fascinated with Waterford, and would sit during two half-hour periods each afternoon glued to the computer. He learned well, and even began attending the after school program in which he further engaged Waterford. This student began to love to learn and attend school.

“By the end of the 3rd quarter he had mastered many standards. He recognized numbers to 20, tracked left to right and identified all letter names and sounds. He was also doing better in social skills such as following classroom rules, taking turns and following directions. Waterford has been key in helping him transition to the world of school and learning.”

— Kathleen Kratochwill
resource teacher

CENTRAL ELEMENTARY SCHOOL

Nampa, Idaho

PROFILE

School District: Nampa School District

District Enrollment: 14,680 students

School Enrollment: 350 students

Grades: K-5

Free/Reduced Price Lunch: 85%

Ethnicity:

- 54% Caucasian
- 44% Hispanic
- 1% African American
- 1% Multi-racial

CHALLENGE

Nestled in the center of the city of Nampa, Central Elementary School (CES) serves the largest population of economically disadvantaged students throughout Nampa School District. Some 85 percent of their students receive a free or reduced price lunch, 46 percent are minorities and 20 percent are English language learners. Due to these challenges more than half of their kindergarten students start school without any preschool experience or pre-reading skills. Yet others do have some training or can read at a basic level.

CES needed a solution to help them increase student achievement, meet reporting requirements, improve test scores and assist English language learners. They needed a program with broad functionality and flexibility.

SOLUTION

Using grant funds from a private foundation, CES purchased Pearson Digital Learning's Waterford Early Learning™ courseware to help their kindergarten through 3rd grade students with developmental skills in reading, math and science. Program usage varies based on grade level and individual student needs. All kindergarten and first grade students use Waterford during two separate 30-minute sessions each day. Students needing intervention in 2nd and 3rd grade use the courseware for one 30-minute session. Special education students use the program as an additional individualized instructional piece during a portion of their resource time. Waterford was also incorporated into their after school program where students were scheduled extra sessions on the courseware as part of their overall response to intervention program.

Continues



SOLUTION (Continued)

Throughout the school year, over 200 students at CES use Waterford in their classroom computer centers. The program features an assessment tool that measures each student's strengths and weaknesses, then automatically prescribes direct instruction and scaffolded support that focuses on areas where the student needs help. Waterford's accumulated data and reporting tools allow teachers and staff to examine student progress and then adjust their classroom teaching schedules or prescribe additional interventions for each student.

RESULTS

Since 2007 when CES purchased Waterford Early Learning their state test scores have increased and they have consistently made Adequate Yearly Progress (AYP). As seen in the numbers below, in one year, as a result of using Waterford, CES increased the number of students achieving proficient status on state test score by an average of 18 percent. For the following school year CES continued their success with even greater proficiency levels.

In 2006-07, CES year-end state test scores reflected:

- 78.8 percent of students were proficient in math
- 70.2 percent of students were proficient in reading

In 2007-08, CES year-end state test scores showed:

- 92.4 percent of students were proficient in math
- 91.6 percent of students were proficient in reading

In 2008-09, CES year-end state test scores revealed:

- 93 percent of students were proficient in math
- 94 percent of students were proficient in reading

"In the spring of 2009, our school was named a National Distinguished Title I School for our outstanding student achievement. In addition, in 2008-09, we received two state awards recognizing the growth in reading by our students," explains CES Principal Cindy Thomas. "We are very pleased."

"Using the computer is fun. I like Waterford because it makes me smart. I can do math and stuff better. I'm glad I get to use Waterford because it makes stuff easy."

*— Josiah Eckhaiser
3rd grade resource student*