



Waterford
Early
Learning™

SuccessMaker®

“Waterford Early Learning and SuccessMaker are highly effective, interactive computer tutors for all of our students. We have seen consistent results throughout the years for all grade levels.”

— **Stephen Trejo**
principal

“These programs are great resources for students to achieve academic excellence. They are very easy to access and print reports for entire classrooms or individual students.”

— **Faviola Dojaquez**
library technology services specialist

“I have seen amazing improvement by our students and I really like the ability to monitor and document individual student progress.”

— **Kim Daniel**
RTI coach and psychologist

C.E. ROSE ELEMENTARY SCHOOL

Tucson, Arizona

PROFILE

School District: Tucson Unified School District

District Enrollment: 55,400 students

School Enrollment: 504 students

Grades: PreK-5

Free/Reduced Price Lunch: 93.47%

Ethnicity:

- 96.4% Hispanic
- 2% Caucasian
- 1.2% Native American
- .4% African American

CHALLENGE

In 2003 Rose Elementary was designated as an under performing school. To turn around their school, they were looking for a solution to provide interventions for struggling students with learning extensions that would reinforce and support the core standards in their curriculum.

SOLUTION

Using a combination of Reading First, Title I and School Improvement funds they purchased Pearson Digital Learning's SuccessMaker® and Waterford Early Learning™ during the 2003-04 school year. They also used School Improvement Grant funds to buy computers to create a computer lab as well as put four to five computers in each classroom.

All students use the programs to work on their reading and math skills. Pre-school through 2nd grade students use Waterford in their classroom daily for 30 to 60 minutes. SuccessMaker was implemented in all 3rd, 4th and 5th grade classrooms and students use the program for half an hour every day. Each classroom also spends a minimum of 30 to 60 minutes each week in the computer lab to give them additional time on the courseware. Students self monitor and check their progress using the data generated by the courseware to reflect upon their learning.

Teachers and the principal monitor student usage and progress monthly by running reports through SuccessMaker and Waterford. They see where students need more help, and then teachers can make adjustments to their classroom or small-group instruction. In addition to their rigorous model of

Continues



SOLUTION (Continued)

education, using technology has helped teachers become more efficient and provide information to identify student strengths and weaknesses.

RESULTS

Rose Elementary Principal Stephen Trejo explains their success, "Over the years we have seen our students' test scores steadily improve. In fact, between 2003 and 2009, our 3rd, 4th and 5th grade students improved their Arizona's Instrument to Measure Standards (AIMS) state test scores by 41.3 percent in reading, 49.3 percent in writing and 44.9 percent in math. Our improvement has not gone unnoticed. In 2007 Rose Elementary was recognized as one of six schools to make the most dramatic gains in student achievement as measured by AIMS in one year. In 2008 we were recognized as one of two Title 1 GOLD schools throughout the Tucson Unified School District (TUSD)."

Richard Haan, lead project manager for accountability and research for TUSD, explains more outstanding results at Rose Elementary specifically in regard to the Measure of Academic Progress (MAP) test scores. "For me the MAP score, which is still based on AIMS scores, is the most impressive and indicative of Rose Elementary's success. With MAP the playing field has largely been leveled, because the question is no longer 'Which students have the highest overall scores?', but becomes 'Which students are making the biggest individual year-over-year gains relative to expectations?'"

"Thus by looking at student growth (and only including students who have scores for both years and who spent all of the year at one school), the average gains/growth can be compared more meaningfully than average scores. I want to note that expectations are somewhat higher for students starting lower than students starting higher, so this method does not make it easier for the lower-achieving students/schools than for the higher-achieving, just more fair.

"On the 2009 MAP measure, Rose Elementary was tied with one other school as the highest achieving in TUSD. To put it another way, if the average school/student learned one year's worth of material in one year, Rose Elementary's students learned approximately one and-a-half years' worth of material in one year. This is quite an accomplishment, and is indicative of a successful effort at the school to educate all students."

"Waterford Early Learning aligns with our core curriculum. My students are excited and connect when the computer (the program) is doing the same skills we are doing in the classroom!"

— **Jill Schafer**
kindergarten teacher

"SuccessMaker gives my students multiple opportunities to read at grade level."

— **Lucy Potter**
3rd grade teacher

Point Scale Used to Classify an Elementary School with MAP

Achievement Profile Points Earned

Underperforming	< 13
Performing	13 - < 16
Performing Plus	16 or more
Highly Performing	16 - < 19
Excelling	19 or more

Arizona Learns Achievement Profile for C.E. Rose Elementary School

Status/Growth Points

Grade	Reading	Math	Writing	Total Status/Growth Points	14.6
3	3.7	2.7	5	MAP	9
4	5.1	5.4	6	ELL	0
5	4.7	5	6	Total Points	23.6
Average	4.5	4.4	5.7		