

Beit Seifer Aleph

BOARD OF JEWISH EDUCATION
BROOKLYN, NEW YORK.

ACHIEVE NOW™ STUDENTS REALIZED NOTABLE SCORE GAINS ON THE COMPREHENSIVE TEST OF BASIC SKILLS

DURING THE 2002-2003 SCHOOL YEAR AT BEIT SEIFER ALEPH, FOURTH-GRADE STUDENTS USING ACHIEVE NOW™ DEMONSTRATED STATISTICALLY SIGNIFICANT GAINS IN READING, LANGUAGE, AND MATHEMATICS TOTALS, AS MEASURED BY THE COMPREHENSIVE TEST OF BASIC SKILLS (CTBS). THE STUDENTS POSTED AVERAGE STANDARD SCORE GAINS OF 17.48 ($p < .001$) IN READING TOTAL, 10.63 ($p = .014$) IN LANGUAGE TOTAL, AND 32.11 ($p < .001$) IN MATHEMATICS TOTAL.

ADDITIONALLY, THE STUDENTS POSTED A STATISTICALLY SIGNIFICANT GAIN IN TOTAL READING, AS MEASURED BY THE ACHIEVE NOW PROGRESS TEST, AN ASSESSMENT DIRECTLY CORRELATED TO THE ACHIEVE NOW CURRICULUM. THE FOURTH-GRADERS REALIZED AN AVERAGE TOTAL PERCENTAGE CORRECT GAIN OF 5.63% ($p < .001$).

THE SCHOOL'S PRIORITY GOALS FOR IMPLEMENTING THE ACHIEVE NOW PROGRAM INCLUDED INCREASING BY AT LEAST 10%, STUDENT PROFICIENCY ON THE CTBS' READING VOCABULARY AND MATHEMATICS COMPUTATION SUB-TESTS. RESULTS, IN TERMS OF PERCENTAGE CHANGE FROM PRE- TO POST- TEST, REVEALED THAT THE STUDENTS POSTED AVERAGE INCREASES OF 3.66% IN READING VOCABULARY AND 5.59% IN MATHEMATICS COMPUTATION.

BEIT SEIFER ALEPH RECEIVED NEW YORK STATE SOFTWARE FUNDING (NYSSL) AND CHOSE TO IMPLEMENT ACHIEVE NOW AS A 31-WEEK PROGRAM THAT FOLLOWS THE CLASSROOM AND HOMEWORK MODEL. THE PROGRAM IS TARGETED TOWARD INTEGRATING TECHNOLOGY INTO THE CURRICULUM, EXTENDING STUDENTS' LEARNING TIME, AND SUPPORTING THE SCHOOL'S PLAN TO IMPROVE STUDENT LITERACY.

IMPLEMENTATION OF ACHIEVE NOW INVOLVED WEEKLY TEACHER INTRODUCTION OF A NEW ACHIEVE NOW ADVENTURE™ TO PARTICIPATING FOURTH-GRADE STUDENTS. THIS WAS DONE IN A WHOLE GROUP SETTING. IN THE CLASSROOM, THE STUDENTS WERE ALLOWED TO WORK IN SMALL GROUPS ON THE ACHIEVE NOW PROGRAM THREE TIMES A WEEK, AT 20-MINUTES PER INTERVAL. FURTHER, THE STUDENTS WERE ASSIGNED ACHIEVE NOW ACTIVITIES TO WORK ON AT HOME.

ACHIEVE NOW WAS INTEGRATED INTO THE CLASSROOM'S OPEN COURT READING PROGRAM TO COMPLIMENT EXISTING INSTRUCTION. ACHIEVE NOW TEACHER GUIDES PROVIDED INSTRUCTIONAL SUPPORT SUCH AS LESSON PLANS AND EXTENSION ACTIVITIES THAT ARE ALIGNED TO STATE STANDARDS.

ACHIEVE NOW PROGRESS CHECKS AND TEACHER-CREATED ASSESSMENTS WERE USED AS FORMATIVE MEASURES TO ASSESS STUDENT MASTERY OF SELECT OBJECTIVES. QUANTITATIVE AND QUALITATIVE DATA WERE COLLECTED TO EVALUATE STUDENT ACHIEVEMENT GAINS AND PROGRAM EFFECTIVENESS: THE CTBS AND ACHIEVE NOW PROGRESS TEST WERE ADMINISTERED TO STUDENTS BEFORE AND AFTER THE ACHIEVE NOW IMPLEMENTATION. ADDITIONALLY, QUESTIONNAIRES WERE DISTRIBUTED TO THE PARTICIPATING FAMILIES, STUDENTS, AND TEACHER AT THE END OF THE PROGRAM FOR FEEDBACK ON THE ACHIEVE NOW EXPERIENCE.

REPORTED IN THIS STUDY IS THE ACHIEVEMENT GROWTH OF PARTICIPATING FOURTH-GRADE STUDENTS WHO TOOK BOTH PRE- AND POST-TESTS OF EACH ASSESSMENT. RESPONSES FROM THE QUESTIONNAIRES ARE ALSO HIGHLIGHTED IN THE STUDY.

SCHOOL PROFILE

950 STUDENTS, GRADES PRE-K-5
COED JEWISH DAY SCHOOL
100% White

ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Homework model
- Grade 4 students, Began September 2002
- Reading/Vocabulary/Comprehension/Mathematics Focus

RESEARCH INSTRUMENTS

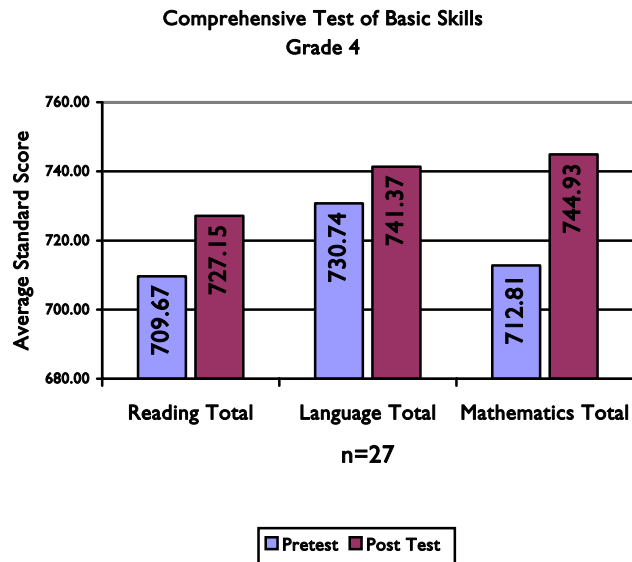
Comprehensive Test of Basic Skills (CTBS)
Achieve Now Progress Test

RESEARCH TIME FRAME

2002-2003 School Year

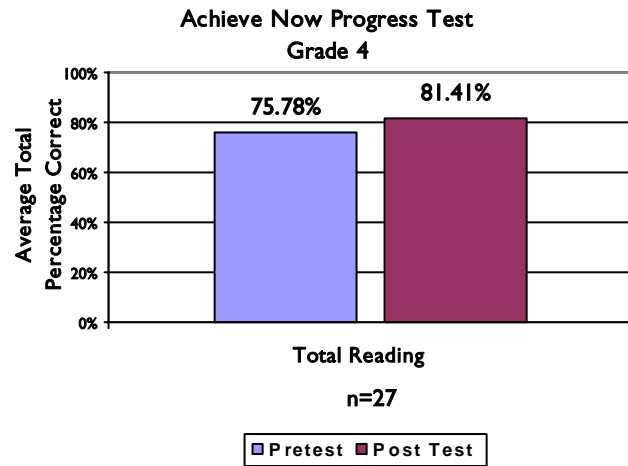
Significant gains on the CTBS

A comparison of pre- and post- scores on the CTBS showed that fourth-grade students using Achieve Now curriculum realized average standard score gains of 17.48 ($p < .001$) in Reading Total, 10.63 ($p = .014$) in Language Total, and 32.11 ($p < .001$) in Mathematics Total. The results were statistically significant.



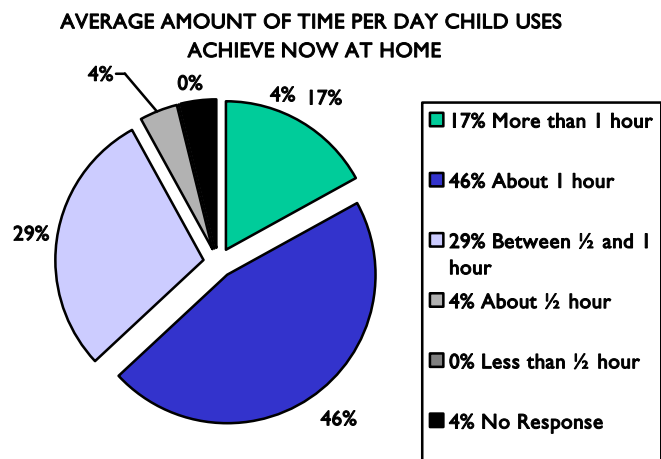
Fourth-grade students demonstrated reading gains on a second testing instrument

Fourth-grade Achieve Now students took the Reading portion of the Achieve Now Progress Test. Pre- and post- test averages showed statistically significant gains of 5.63% ($p < .001$).



Achieve Now extends the learning day

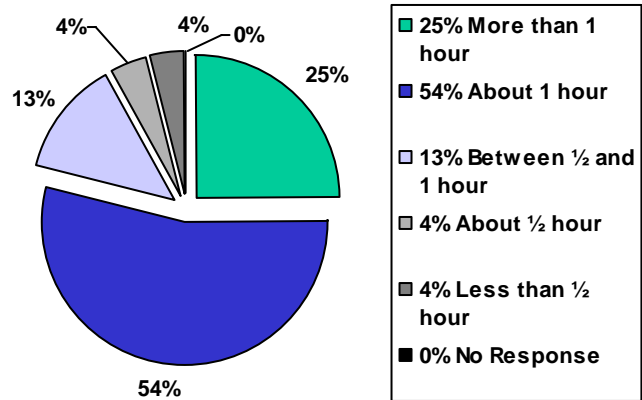
Of the 24 families who responded to the family questionnaire, 96% reported that on average their child dedicated about 30 minutes, or more, per day toward using Achieve Now at home. Notably, the families reported an extension of their child's learning day that served to replace other activities, particularly, the playing of computer games (96%), other homework games (92%), and electronic games (75%).



Family involvement in schoolwork

Ninety-two (92%) of the families reported spending about 30 minutes, or more, each day working with their child on Achieve Now at home. Moreover, all 24 (100%) families personally reviewed or used Achieve Now at home for approximately 30 minutes to over 1 hour per day.

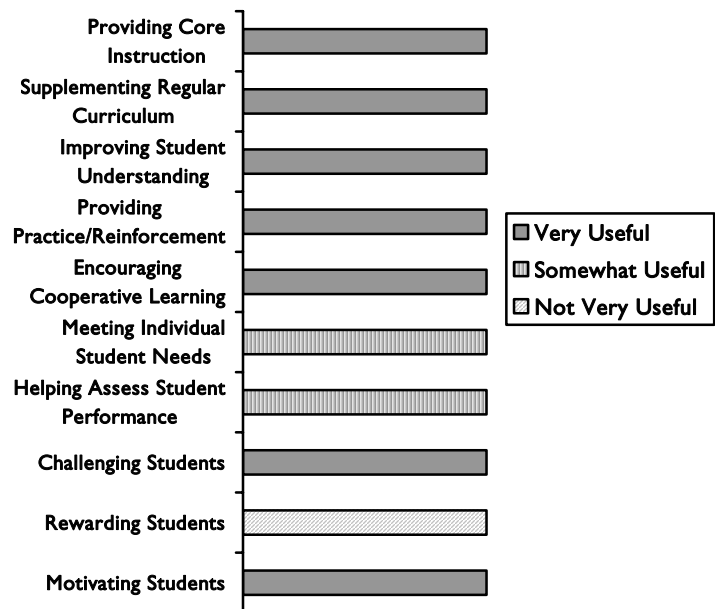
AVERAGE AMOUNT OF TIME PER DAY PARENT AND CHILD WORK TOGETHER ON ACHIEVE NOW



Teacher reports effectiveness of the Achieve Now program

The classroom teacher who implemented Achieve Now felt that the program was very useful in providing core instruction, supplementing the regular curriculum, improving student understanding, providing practice and reinforcement on learning concepts/skills, encouraging cooperative learning, and challenging and motivating students. The program was believed to be somewhat useful in meeting individual student needs and assessing student performance. The teacher felt that the program was not very useful at rewarding students. Overall, the teacher reacted very positively to the Achieve Now program and reported that the students' overall reactions to the program were very positive, as well. Further, the teacher recommends continued use of Achieve Now in the school.

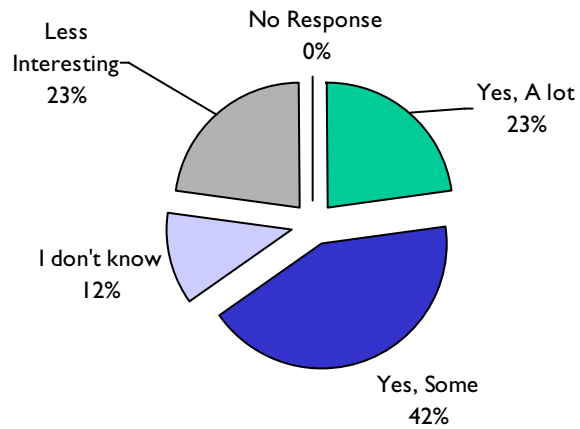
TEACHER REPORTS EFFECTIVENESS OF ACHIEVE NOW



Students felt that Achieve Now made school more interesting

Fourth-grade students participating in the Achieve Now program were asked if the program made school more interesting. Of the 26 students who responded to the student questionnaire, 17 (65%) reported “yes.”

STUDENTS REPORT WHETHER ACHIEVE NOW MADE SCHOOL MORE INTERESTING



Beit Seifer Aleph Program Background

Beit Seifer Aleph is an urban Jewish elementary day school located in Brooklyn, New York. The school serves 950 students from grades Prek-5. There are 42 classroom teachers including special education teachers at the pre-kindergarten through fifth grade levels.

The mission of Beit Seifer Aleph is to develop the ability for independent study, encourage individuality, and cultivate the special talents in all students. The school has a dual curriculum that places special emphasis on Hebrew Language instruction, develops a world view in accordance with the Torah, promotes a strong commitment to Torah values while achieving the highest standards of general studies in order to function successfully in society.

The teachers received professional development from the Achieve Now Consultant, who assisted them in analyzing data to drive instruction, as well as align their curriculum with the Achieve Now Adventures and New York State Standards. This alignment enabled the teachers to correctly choose activities related to their teaching objectives for direct instruction and individualized learning improvement. The professional development was provided as a means of ongoing support to build capacity within the school.

As part of the program, the school provided families with materials to use at home with their children. Families attended an orientation where they were introduced to the program and a family night to allow them hands-on time to work with their children. Students were issued PS one™ game consoles to be used at home with Achieve Now Reading/Language Arts CDs. Through Achieve Now families could be actively involved in their children's learning and educational experience.

In the 2003–04 school year the school will expand the program to include an additional classroom and as an academic intervention or enrichment for students in selected programs.

Board of Jewish Education Program Background

The Board of Jewish Education of Greater New York (BJE) works to motivate, strengthen and increase Jewish identity and commitment to the Jewish people through educational services and acculturation programs in New York. Comprehensive services are provided to more than 700 Jewish day, congregational and nursery schools, serving 130,000 youngsters, as well as group leaders from community centers and camps.

BJE assists in the distribution of Federal, State and City funds and services. Schools are also provided educational guidance and consultation as to the best use of government funds. This is especially true regarding government monies in technology software. Currently, BJE and PLATO have formed partnerships with 32 Jewish day schools.

The BJE is an agency of United Jewish Association-Federation of New York. UJA-Federation fulfills its mission to care for those in need, strengthen Jewish personhood, and foster Jewish renaissance in New York, in Israel, and throughout the world; through a network of more than 100 local, national, and international agencies.

During 2003–04, BJE plans to expand the program to include additional campuses and a share and learn network as part of its Israel Berman Veteran's Day Professional Development Program for Elementary School Teachers. This will allow participating sites to develop a collective learning environment to broaden and deepen their understanding of best practices and educational philosophies.

