

Beit Seifer Bet

BOARD OF JEWISH EDUCATION
KEW GARDENS, NEW YORK.

ACHIEVE NOW™ STUDENTS REALIZED ACADEMIC GROWTH ACROSS ALL TESTED AREAS OF THE STANFORD ACHIEVEMENT TEST, NINTH EDITION

DURING THE 2002-2003 SCHOOL YEAR AT BEIT SEIFER BET, THIRD-GRADE STUDENTS USING ACHIEVE NOW™ CURRICULUM DEMONSTRATED STATISTICALLY SIGNIFICANT GAINS IN READING, MATHEMATICS, LANGUAGE, AND LISTENING COMPONENTS OF THE STANFORD ACHIEVEMENT TEST, NINTH EDITION (SAT 9). SPECIFICALLY, THE STUDENTS POSTED SIGNIFICANT AVERAGE SCALED SCORE GAINS OF 45.50 ($p < .001$), 42.75 ($p < .001$), AND 38.06 ($p < .001$) IN THE AREAS OF VOCABULARY¹, COMPREHENSION, AND TOTAL READING, RESPECTIVELY. FURTHER, THE STUDENTS REALIZED SIGNIFICANT AVERAGE SCALED SCORE GAINS OF 56.00 ($p < .001$), 42.75 ($p < .001$), AND 46.31 ($p < .001$) IN THE AREAS OF PROBLEM SOLVING, PROCEDURES, AND TOTAL MATHEMATICS, RESPECTIVELY. ADDITIONALLY, THE THIRD-GRADE STUDENTS POSTED SIGNIFICANT AVERAGE SCALED SCORE GAINS OF 36.63 ($p < .001$) AND 11.88 ($p = .043$) IN THE RESPECTIVE LANGUAGE AND LISTENING COMPONENTS OF THE SAT 9.

IN TERMS OF PERCENTAGE CHANGE FROM PRE- TO POST- TEST, THE STUDENTS SHOWED AVERAGE INCREASES OF 8.17% IN VOCABULARY, 7.40% IN COMPREHENSION, 6.66% IN TOTAL READING, 10.15% IN PROBLEM SOLVING, 7.91% IN PROCEDURES, 8.48% IN TOTAL MATHEMATICS, 6.45% IN LANGUAGE, AND 2.01% IN LISTENING.

BEIT SEIFER BET RECEIVED NEW YORK STATE SOFTWARE FUNDING (NYSSL) AND CHOSE TO IMPLEMENT ACHIEVE NOW AS A 23-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 THIRD-GRADE STUDENTS. THIS WAS DONE IN A WHOLE GROUP SETTING. IN THE CLASSROOM, THE STUDENTS THEN WORKED IN SMALL GROUPS ON THE ACHIEVE NOW PROGRAM FOUR TIMES A WEEK, IN 30-MINUTES INTERVALS. FURTHER, THEY WERE ASSIGNED ACHIEVE NOW ACTIVITIES TO WORK ON AT HOME. THE RESOURCE AND CLASSROOM TEACHERS WORKED TOGETHER FOR MAXIMUM SUPPORT.

ACHIEVE NOW PROGRESS CHECKS AND TEACHER-CREATED ASSESSMENTS WERE USED AS FORMATIVE MEASURES TO ASSESS STUDENT MASTERY OF SELECT OBJECTIVES. A SIMPLE COMPARISON OF STUDENTS' 2002 TO 2003 SAT 9 SCORES WAS COMPLETED TO EVALUATE ACADEMIC GROWTH AND ACHIEVE NOW PROGRAM EFFECTIVENESS.

SCHOOL PROFILE

704 STUDENTS – K-8
COED JEWISH DAY SCHOOL
100% White

ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Homework Model
- Grades 3, Began November 2002
- Reading/Vocabulary Focus

RESEARCH INSTRUMENTS

Stanford Achievement Test, Ninth Edition (SAT 9)

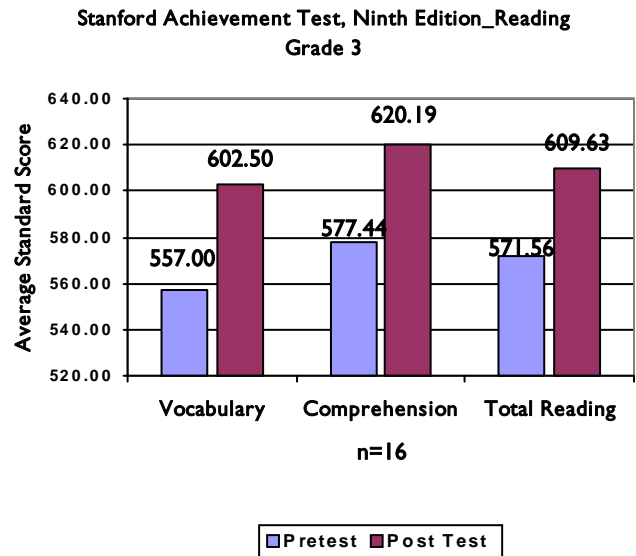
RESEARCH TIME FRAME

2002-2003 School Year

¹ The distribution of the SAT 9 Vocabulary 2003 scores are found to be non-normal. In particular, we obtained a p-value of 0.003 on the Kolmogorov-Smirnov test of normality. Nevertheless, the Wilcoxon Signed-Rank Test was performed and further supports the finding of the Vocabulary gain to be statistically significant as earlier determined by the Dependent means *t*-test.

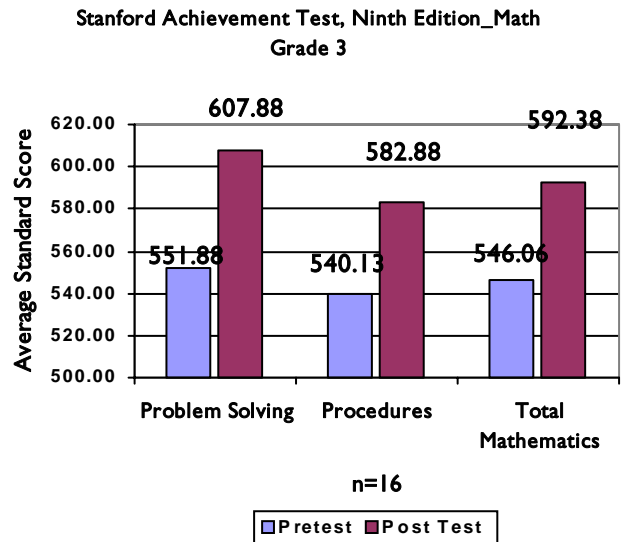
Statistically significant gains in the SAT 9 Reading components

A comparison of pre- and post- scores on the SAT 9 showed that third-grade students using Achieve Now curriculum realized average scaled score gains of 45.50 ($p < .001$), 42.75 ($p < .001$), and 38.06 ($p < .001$) in the areas of Vocabulary, Comprehension, and Total Reading, respectively. The results were statistically significant.



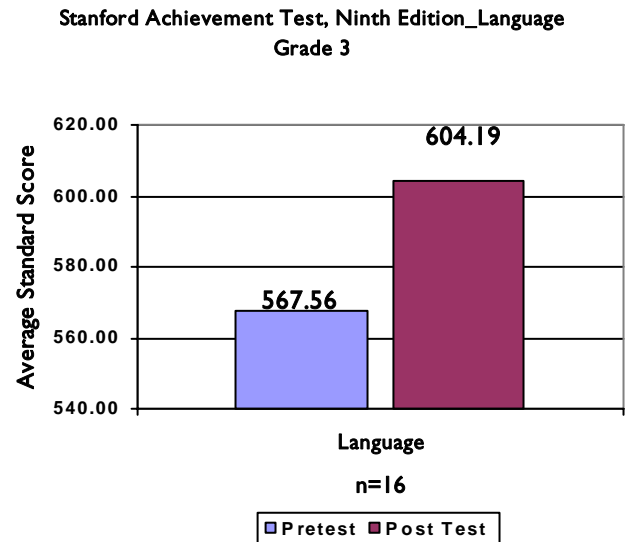
Statistically significant gains in the SAT 9 Mathematics components

From pre- to post- on the SAT 9, the third-grade students realized average scaled score gains of 56.00 ($p < .001$), 42.75 ($p < .001$), and 46.31 ($p < .001$) in the areas of Problem Solving, Procedures, and Total Mathematics, respectively. The results were statistically significant.



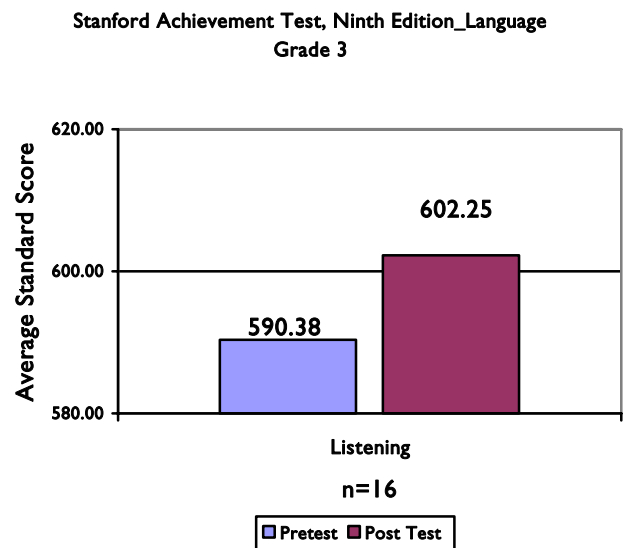
Statistically significant gain in the SAT 9 Language component

The students realized an average scaled score gain of 36.63 ($p < .001$), when pre- to post- SAT 9 scores were compared. The gain was statistically significant.



Statistically significant gain in the SAT 9 Listening component

The students realized an average scaled score gain of 11.88 ($p = .043$), when pre- to post- SAT 9 scores were compared. The gain was statistically significant.



Beit Seifer Bet Program Background

Beit Seifer Bet is an urban Jewish elementary day school located in Kew Gardens, New York. It is one of the most diverse Jewish communities in the city, a vibrant blend of Eastern European Ashkenazim, Holocaust survivors, recent Sephardic immigrants from Central Asia, and Orthodox transplants from Manhattan and Brooklyn. The school serves 704 students from grades K-8. There are 53 classroom teachers including special education teachers at the pre-kindergarten through eighth grade level.

The teachers received professional development from the PLATO Consultant, who assisted them in analyzing

data to drive instruction, as well as align their curriculum with the PLATO Adventures™ and New York State Standards. This alignment enabled the teacher to correctly choose activities related to their teaching objectives for direct instruction and individualized learning improvement. Onsite professional development was provided as a means of ongoing support to build capacity within the school.

The program has allowed the school to provide families with materials to use at home with their children. Families attended an orientation where they were introduced to the program and given hands-on time to work with their children. Students were provided PSONe™ game consoles to use at home with PLATO Achieve Now Reading/Language Arts CDs. Through PLATO 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 PLATO Achieve Now 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 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.



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