

Beit Seifer Chet

BOARD OF JEWISH EDUCATION
BROOKLYN, NEW YORK

SCHOOL PROFILE

210 STUDENTS, GRADES K-8
75% Free/Reduced Lunch
100% Jewish
100% White

FIRST- AND SECOND-GRADE STUDENTS DEMONSTRATED SIGNIFICANT IMPROVEMENT IN TOTAL READING/LANGUAGE ARTS

DURING THE 2003-2004 SCHOOL YEAR, FIRST- AND SECOND-GRADE STUDENTS USING PLATO ACHIEVE NOW POSTED STATISTICALLY SIGNIFICANT AVERAGE PERCENTAGE POINT GAINS IN TOTAL READING/LANGUAGE ARTS OF 31.40 ($p < .001$) AND 23.03 ($p < .001$), RESPECTIVELY, AS MEASURED BY THE ACHIEVE NOW PROGRESS TEST. SPECIFICALLY, IN THE READING/LANGUAGE ARTS SUB-CATEGORIES, FIRST-GRADE STUDENTS POSTED AVERAGE PERCENTAGE POINT GAINS OF 35.33 ($p < .001$) IN PHONICS, DECODING AND WORD ANALYSIS, 35.22 ($p < .001$) IN VOCABULARY COMPEHENSION, 16.67 ($p = .001$) IN LISTENING COMPREHENSION, AND 34.29 ($p < .001$) IN READING COMPREHENSION. SECOND-GRADE STUDENTS POSTED AVERAGE PERCENTAGE POINT GAINS OF 34.21 ($p < .001$) IN PHONICS, DECODING AND WORD ANALYSIS, 30.92 ($p < .001$) IN VOCABULARY COMPEHENSION, 3.95 ($p = .615$) IN LISTENING COMPREHENSION, 7.89 ($p = .194$) IN READING COMPREHENSION, AND 25.00 ($p = .001$) IN GRAMMAR, MECHANICS, AND USAGE.

BEIT SEIFER CHET PURCHASED PLATO ACHIEVE NOW™ WITH TITLE II D FUNDS TO INCREASE STUDENT ACHIEVEMENT IN READING/LANGUAGE ARTS WITH A CURRICULAR EMPHASES ON EMERGENT LITERACY, PHONEMIC AWARENESS, PHONICS, DECODING AND WORD ANALYSIS, VOCABULARY, AND COMPREHENSION. THE IMPLEMENTATION AND EVALUATION DESIGN TARGETED FIRST- AND SECOND- GRADE STUDENTS. THOSE STUDENTS PARTICIPATED IN THE 30-WEEK PROGRAM THAT BEGAN IN SEPTEMBER 2003 AND CONTINUED THROUGH JUNE 2004. PLATO ACHIEVE NOW WAS ALIGNED TO THE SCHOOL'S CURRICULUM AND PARTICIPATING TEACHERS USED ACHIEVE NOW TO SUPPORT AND REMEDIATE THEIR STUDENTS' NEEDS.

STUDENTS USED PLATO ACHIEVE NOW IN THEIR CLASSROOM AND AT HOME. ON A BI-WEEKLY BASIS, THE TEACHER WOULD INTRODUCE A DIFFERENT PLATO ACHIEVE NOW ADVENTURE TO THE CLASS OF STUDENTS IN A WHOLE GROUP FORMAT. ADDITIONALLY, STUDENTS HAD THE OPPORTUNITY TO WORK FOR TWENTY-MINUTES IN SMALL GROUP SESSIONS, AS TIME PERMITTED. THE ACHIEVE NOW CURRICULUM WAS SENT HOME WITH PARTICIPATING STUDENTS EVERY OTHER WEEK WHEN STUDENTS SPENT AN AVERAGE OF 20 MINUTES, THREE TIMES PER WEEK, TO COMPLETE ASSIGNED TASKS.

THE ACHIEVE NOW PROGRESS TEST WAS ADMINISTERED TO STUDENTS BEFORE AND AFTER PROGRAM IMPLEMENTATION TO MEASURE STUDENT GROWTH. REPORTED IN THIS STUDY ARE THE ACHIEVEMENT RESULTS OF PARTICIPATING FIRST- AND SECOND- GRADE STUDENTS WHO TOOK BOTH THE ACHIEVE NOW PRE- AND POST-TESTS.

PLATO ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Family Homework Model
- Grades 1 and 2, Title II D, Began September 2003
- 100% Home Deployment
- Reading/Language Arts Focus

RESEARCH INSTRUMENTS

Achieve Now Progress Test

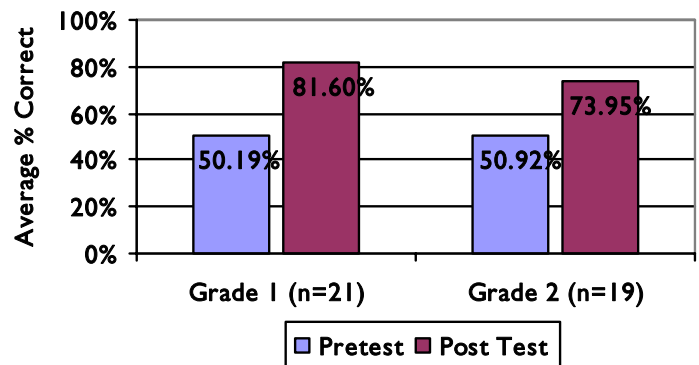
RESEARCH TIME FRAME

2003-04 School Year

Significant gains posted by first- and second-grade students in Total Reading/Language Arts

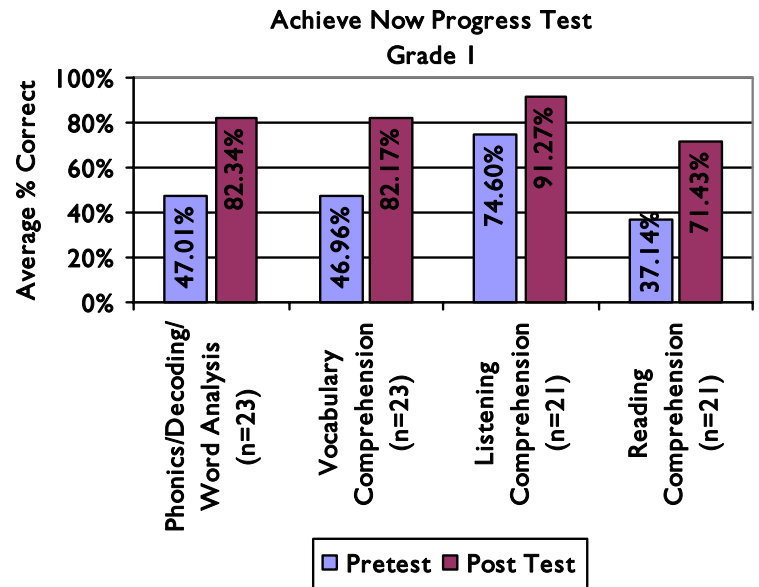
On the Achieve Now Progress Test, first- and second- grade students using PLATO Achieve Now demonstrated an average percentage point gains 31.40 and 23.03, respectively, in Total Reading/Language Arts when pre- and post-test scores were compared. The results are statistically significant.

Achieve Now Progress Test
Total Reading/Language Arts



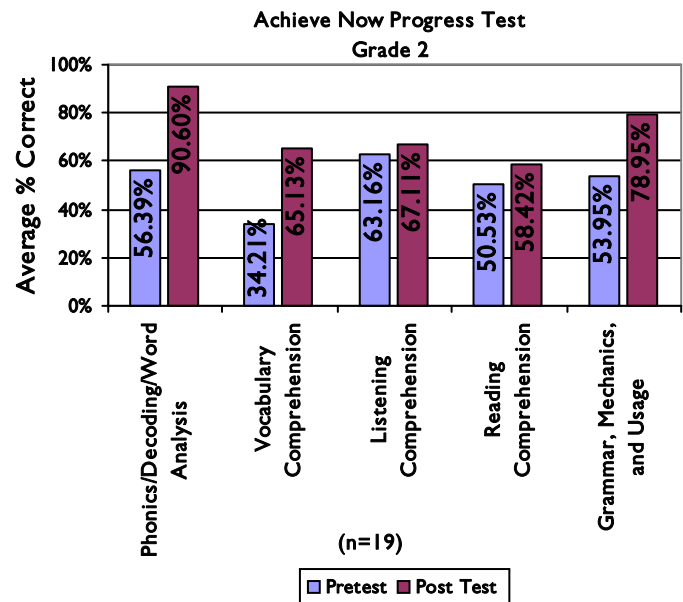
First-grade students demonstrated gains in all reading/language arts sub-categories

On the Achieve Now Progress Test, first-grade students using PLATO Achieve Now demonstrated average percentage point gains of 35.33, 35.22, 16.67, and 34.29 in the respective areas of Phonics, Decoding and Word Analysis, Vocabulary Comprehension, Listening Comprehension, and Reading Comprehension, when pre- and post-test scores were compared. The results are statistically significant.



Second-grade students demonstrated gains in all reading/language arts sub-categories

When pre- and post-test scores were compared on the Achieve Now Progress Test, second-grade students using PLATO Achieve Now posted average gains of 34.21 percentage points in Phonics, Decoding and Word Analysis, 30.92 percentage points in Vocabulary Comprehension, 3.95 percentage points in Listening Comprehension, 7.89 percentage points in Reading Comprehension, and 25.00 percentage points in Grammar, Mechanics, and Usage, when pre- and post-test scores were compared. The gains for Phonics, Decoding and Word Analysis, Vocabulary Comprehension, and Grammar, Mechanics, and Usage are statistically significant.



Beit Seifer Chet Program Background

Beit Seifer Chet is an urban private Jewish school in Brooklyn, NY originally named after a Jewish scholar. It serves 210 students in grades kindergarten to eight. The school population is 100% Jewish largely consisting of student immigrants from Russia and Israel. The poverty level is high; 75% of students receive free or reduced lunch. The mission of Beit Seifer Chet is “to serve Jewish children, guide them toward an observant Jewish life,

and encourage them to continue to study Jewish and general subject matter at Torah institutions of higher learning.”

Beit Seifer Chet began implementing PLATO Achieve Now™ as a supplemental program in September 2003. Achieve Now was purchased with Title II D funds to help first- and second-grade students improve student achievement in reading/language arts and to increase the use of technology by both students and teachers. In the classroom, the PLATO Achieve Now implementation enhanced the ability of the teacher to integrate technology, provided small group instruction, and fostered independent growth in a learning center. In the home, the implementation helped to foster the home-school connection. The teachers used Achieve Now to complement their existing curriculum and the Achieve Now teacher guides as instructional resources for lesson plans and extension activities that are aligned to state standards. Achieve Now Progress Checks and teacher-created assessments were also used to determine the mastery of selected objectives. Results of the implementation were measured by pre- and post-test administrations of the Achieve Now Progress Test.

Teachers received on-going Professional Development in the use and implementation of PLATO Achieve Now. Teachers were provided with continuous support, materials, and modeling experiences throughout the school year. The analysis of student achievement data was an important part of the professional development teachers received to target students’ needs.

Families were invited to an initial Family Night/Orientation that was held during the 3rd week in October 2003. During Family Night, parents received information about how to use the program to help their children at home. They were also able to receive the necessary materials to participate in the PLATO Achieve Now program.

Through PLATO, access to educational technology was made available in an equitable manner for all first- and second- grade students. Furthermore, the PLATO Achieve Now program involved families in their children’s education and provided a link between families and their child’s school.

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 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.

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 in order to meet specific goals and objectives:

- Build the capacity of the school staff to sustain improvements and establish new milestones.
- Technology integration to provide differentiated instruction, while meeting the needs of all learners.
- Comprehensive site evaluation, including student achievement, family, teacher, and implementation data.
- Family involvement activities to increase the home-school connection.
- Alignment to state standards and existing core curriculum in reading, language arts, and mathematics.
- Provide consistent and high quality professional development to increase teacher effectiveness and

student learning.

During 2004–05, BJE plans to continue a share and learn network as part of its Israel Berman Veteran’s Day Professional Development Program for Elementary School Teachers. This event provides opportunities in a collective learning environment for participating sites to develop strategies and resources that broaden and deepen their understanding of best practices and educational philosophies. In addition, the partnership between PLATO and BJE will expand to additional campuses in an attempt to continue instructional improvements in schools and foster greater academic outcomes for disadvantaged, minority, non-English speaking, and students with special needs thereby supporting standards and enhancing accountability in all BJE schools.



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