

Beit Seifer Dalet

BOARD OF EDUCATION
BROOKLYN, NEW YORK.

OVER SIXTY-PERCENT OF ACHIEVE NOW™ STUDENTS REALIZED PERCENTILE RANK INCREASES IN READING AND IN MATH PROBLEMS

DURING THE 2002-2003 SCHOOL YEAR AT BEIT SEIFER DALET, OVER SIXTY-PERCENT OF SEVENTH-GRADE STUDENTS USING ACHIEVE NOW™ DEMONSTRATED PERCENTILE RANK INCREASES IN READING AND IN MATH PROBLEMS, AS MEASURED BY THE IOWA TEST OF BASIC SKILLS (ITBS). ON THE READING PORTION OF THE TEST, 61.0% OF THE PARTICIPATING STUDENTS POSTED AN INCREASE IN PERCENTILE RANK, 4.9% REMAINED AT THE SAME PERCENTILE RANK, AND 34.1% WITNESSED A DECREASE IN PERCENTILE RANK. ON THE ITBS' MATH PROBLEMS SUB-TEST, 61.9% OF THE STUDENTS REALIZED AN INCREASE, 2.4% HAD NO CHANGE, WHILE 35.7% WITNESSED A DECREASE IN PERCENTILE RANK.

BEIT SEIFER DALET RECEIVED NEW YORK STATE SOFTWARE FUNDING (NYSSL) AND CHOSE TO IMPLEMENT ACHIEVE NOW AS A 26-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 ACHIEVEMENT IN READING COMPREHENSION AND MATHEMATICS PROBLEM SOLVING.

IMPLEMENTATION OF ACHIEVE NOW INVOLVED WEEKLY TEACHER INTRODUCTION OF A NEW ACHIEVE NOW ADVENTURE™ TO PARTICIPATING SEVENTH-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, THEY WERE ASSIGNED ACHIEVE NOW ACTIVITIES TO WORK ON AT HOME. THE ACHIEVE NOW CURRICULUM WAS INTEGRATED INTO THE CLASSROOM'S MCGRAW HILL READING PROGRAM TO COMPLIMENT EXISTING INSTRUCTION.

QUANTITATIVE AND QUALITATIVE DATA WERE COLLECTED TO EVALUATE STUDENT ACHIEVEMENT GAINS AND PROGRAM EFFECTIVENESS: THE ITBS WAS ADMINISTERED TO STUDENTS BEFORE AND AFTER THE ACHIEVE NOW IMPLEMENTATION. ADDITIONALLY, QUESTIONNAIRES WERE DISTRIBUTED TO THE PARTICIPATING TEACHERS AND STUDENTS AT THE END OF THE PROGRAM AS A MEASURE OF THE ACHIEVE NOW EXPERIENCE.

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

IT SHOULD BE NOTED THAT THE SCHOOL'S PRIORITY GOALS FOR IMPLEMENTING THE ACHIEVE NOW PROGRAM INCLUDED INCREASING BY AT LEAST 10% STUDENT PROFICIENCY ON THE ITBS' READING AND MATH PROBLEMS SUB-TESTS. SUBMITTED DATA SHOWED SCORE RESULTS MEASURED IN PERCENTILE RANK. HENCE, THIS STUDY REPORTS ACHIEVEMENT GROWTH BY COMPARING A STUDENT'S ITBS SPRING 2002 AND 2003 PERCENTILE RANK AND NOTING WHETHER THEIR PERCENTILE RANK INCREASED, STAYED THE SAME, OR DECREASED BETWEEN POST- TO PRE-TESTS. THE PERCENTAGE OF STUDENTS THAT SHOWED AN INCREASE, NO CHANGE, OR A DECREASE IN RANK, IS THEN DESCRIBED FOR THE READING AND MATH PROBLEMS COMPONENTS OF THE ITBS.

SCHOOL PROFILE

327 STUDENTS – K-8
ALL FEMALE JEWISH DAY SCHOOL
100% WHITE
60.5% Free/Reduced Lunch
14% Academic Intervention Services
1.2% English Language Learners

ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Homework model
- Grade 7, Began September 2002
- Reading/Comprehension/Mathematics Focus

RESEARCH INSTRUMENTS

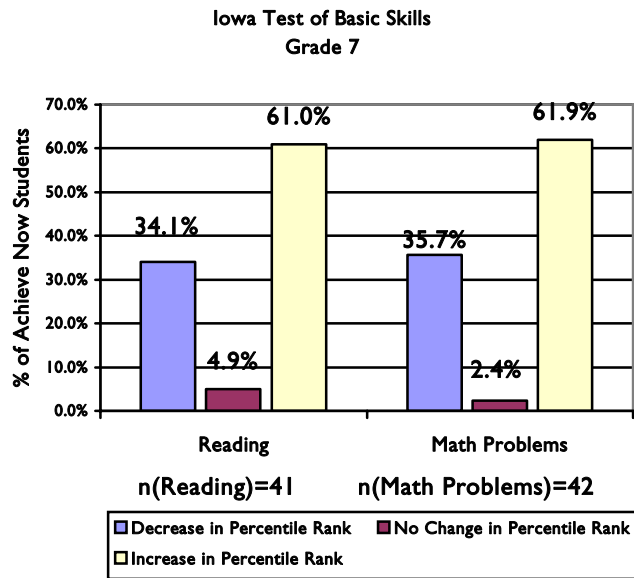
Iowa Test of Basic Skills (ITBS)

RESEARCH TIME FRAME

2002-2003 School Year

Over three-fifths of Achieve Now students demonstrated an increase in percentile rank

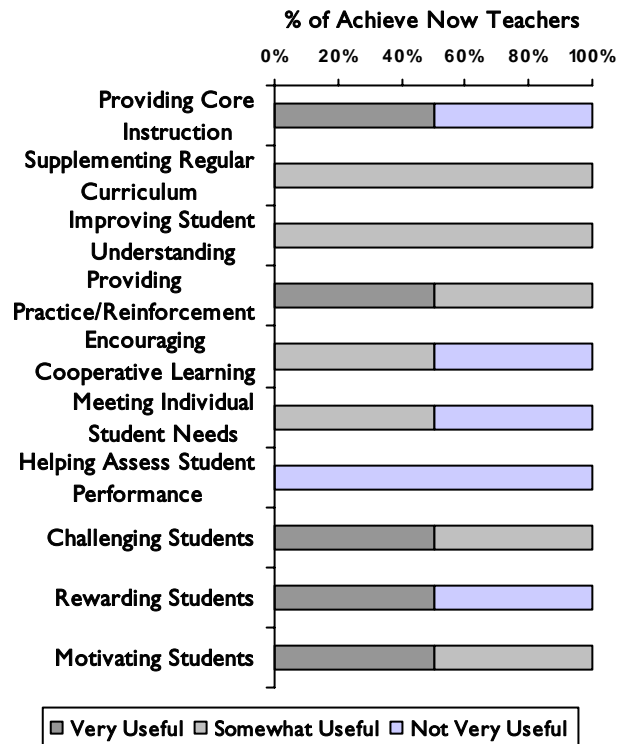
On the ITBS Reading sub-test, 61.0% of seventh-grade students using Achieve Now posted an increase in percentile rank, 4.9% experienced no change, and 34.1% witnessed a decrease. On the ITBS Math Problems sub-test, 61.9% of the students realized an increase, 2.4% had no change, while 35.7% witnessed a decrease in percentile rank.



Teachers report effectiveness of the Achieve Now program

Results from the teacher questionnaire showed that the two participating teachers agreed that Achieve Now was useful in supplementing the regular curriculum, improving student understanding, providing practice and reinforcement on learning concepts/skills, and challenging and motivating students. However, both teachers felt that the Achieve Now program was not useful in assessing student performance. There were mixed feelings on the effectiveness of Achieve Now in providing core instruction, encouraging cooperative learning, meeting individual student needs, and rewarding students. In those areas, one of the teachers felt that Achieve Now was useful, whereas, the other teacher believed the program to be ineffective.

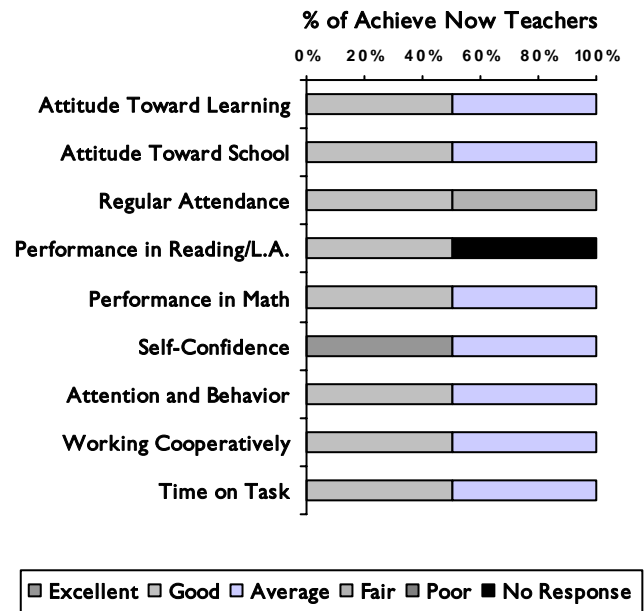
TEACHERS REPORT EFFECTIVENESS OF ACHIEVE NOW



Teachers rate how Achieve Now affects students

The teachers felt that Achieve Now had at least a moderate impact on students' attitudes toward learning and school, regularity of attendance, self-confidence, attention and behavior, cooperative working ability, and time on task. One teacher did not rate Achieve Now's impact on student reading performance, whereas, the other teacher rated the program's impact as being good. Both teachers felt that Achieve Now had an average to good impact on student performance in mathematics.

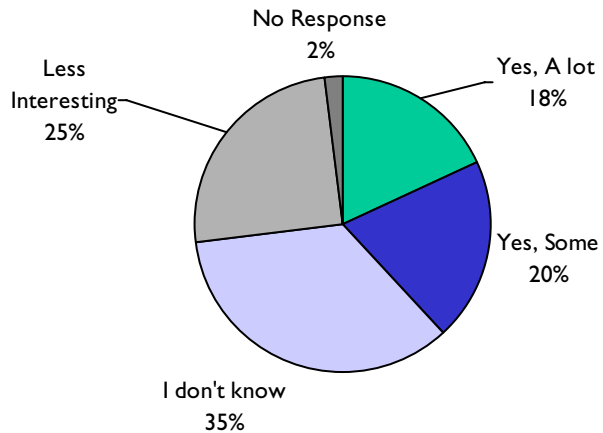
TEACHERS RATE ACHIEVE NOW'S IMPACT ON STUDENT ATTITUDES, BEHAVIORS, AND ACADEMIC PERFORMANCE



Whether Achieve Now makes school more interesting

The students participating in the Achieve Now program were asked if the program made school more interesting. Of the 60 students who responded to the student questionnaire, 23 (38%) reported "yes," 21 (35%) didn't know, 15 (25%) said "no," and 1 (2%) did not give a response.

STUDENTS REPORT WHETHER ACHIEVE NOW MADE SCHOOL MORE INTERESTING



Beit Seifer Dalet Program Background

Beit Seifer Dalet has a student enrollment of 327 with 25 classroom teachers including special education teachers at the pre-kindergarten through eighth grade level. The school is an urban Jewish day school located in Brooklyn, New York.

The school is committed to the belief that it is vital and necessary to provide an excellent general studies and religious education for Orthodox Jewish young women, who are devoted to their beliefs, in an atmosphere of warmth, concern for the individual and positive encouragement. The purpose of this education is the establishment of a love for learning and above all, an understanding of how they, as women, can grow and weave a vibrant and beautiful pattern in the fabric of society. Beit Seifer Dalet believes in the emphasis of strict moral and ethical conduct in every area of schools life. It is incorporated in all area of the religious and secular departments, and encourages sensitivity in human relation and refinement in behavior.

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 teachers to correctly choose activities related to their teaching objectives and provide direct instruction and individualized learning improvement. Onsite professional development ensured ongoing support that would 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 and Mathematics 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 additional classrooms 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.

Working in tandem with the Government Relations Department, 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 peoplehood, 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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