

# Beit Seifer Vav

BOARD OF JEWISH EDUCATION  
FAR ROCKAWAY, NEW YORK.

## SCHOOL PROFILE

973 STUDENTS – K-8  
ALL MALE JEWISH DAY SCHOOL  
27% Free/Reduced Lunch  
17.7% Academic Intervention Services

## ACHIEVE NOW™ IMPLEMENTATION

- Lab Model
- Grade 1 students, Began September 2003
- Reading/Vocabulary /Comprehension Focus

## RESEARCH INSTRUMENTS

Achieve Now Progress Test

## RESEARCH TIME FRAME

2003-2004 School Year

### ACHIEVE NOW™ STUDENTS POSTED STATISTICALLY SIGNIFICANT GAINS ON THE ACHIEVE NOW PROGRESS TEST FOR READING/LANGUAGE ARTS

DURING THE 2003-2004 SCHOOL YEAR AT BEIT SEIFER VAV, FIRST-GRADE STUDENTS USING ACHIEVE NOW™ DEMONSTRATED AN AVERAGE GAIN OF 22.04 PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS, AS MEASURED BY THE ACHIEVE NOW PROGRESS TEST<sup>1</sup>. THE GAIN WAS STATISTICALLY SIGNIFICANT ( $p < .001$ ).

RESULTS BY SUB-TEST ARE AS FOLLOWS: STUDENTS POSTED AVERAGE PERCENTAGE POINT GAINS OF 10.94 ( $p < .001$ ), 33.46 ( $p < .001$ ), 19.87 ( $p < .001$ ), AND 37.31 ( $p < .001$ ), IN THE RESPECTIVE AREAS OF PHONICS/DECODING/WORD ANALYSIS, VOCABULARY COMPREHENSION, LISTENING COMPREHENSION, AND READING COMPREHENSION. THE RESULTS WERE STATISTICALLY SIGNIFICANT.

BEIT SEIFER VAV CHOSE TO IMPLEMENT ACHIEVE NOW AS A 35-WEEK LAB PROGRAM TARGETED TOWARDS INTEGRATING TECHNOLOGY INTO THE CURRICULUM, EXTENDING STUDENTS' LEARNING TIME, AND SUPPORTING THE SCHOOL'S PLAN TO IMPROVE STUDENT LITERACY. THE ACHIEVE NOW PROGRAM WOULD BE USED IN THREE GRADE 1 CLASSROOMS.

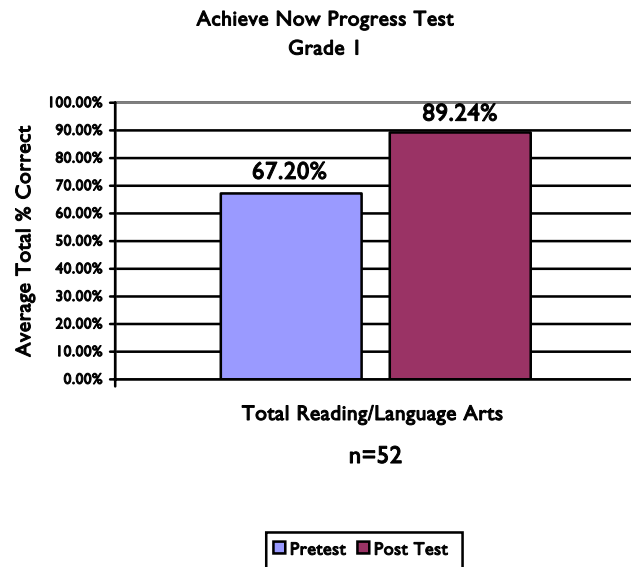
IMPLEMENTATION OF ACHIEVE NOW INVOLVED WEEKLY TEACHER INTRODUCTION OF A NEW ACHIEVE NOW ADVENTURE™ TO PARTICIPATING STUDENTS. THIS WAS DONE IN A WHOLE GROUP SETTING. THE STUDENTS WERE THEN ALLOWED TO WORK AT THEIR INDIVIDUAL COMPUTERS ON THE ACHIEVE NOW ACTIVITIES. EACH WEEKLY SESSION LASTED 30-MINUTES.

THE CLASSROOM TEACHER, SITE COORDINATOR, AND COMPUTER COORDINATOR COLLABORATED ON THE ASSIGNMENT OF ACHIEVE NOW ADVENTURES BASED ON STUDENT NEEDS. ADDITIONALLY, ACHIEVE NOW TEACHER GUIDES WERE USED TO PROVIDE INSTRUCTIONAL SUPPORT SUCH AS LESSON PLANS AND EXTENSION ACTIVITIES THAT ARE ALIGNED TO STATE STANDARDS. TO EVALUATE STUDENT READING PERFORMANCE AND PROGRAM EFFECTIVENESS, THE ACHIEVE NOW PROGRESS TEST FOR READING/LANGUAGE ARTS WAS ADMINISTERED TO THE FIRST-GRADE STUDENTS BEFORE AND AFTER THE ACHIEVE NOW IMPLEMENTATION.

<sup>1</sup> The Achieve Now Progress Test for Reading/Language Arts is an assessment directly correlated to the Achieve Now Reading/Language Arts curriculum. The Grade 1 level of the test comprises of four sub-tests. The total reading/language arts score is based on the student's average on all 4 sub-tests. Only participating students who completed all four sub-tests were included in the sample for the purposes of this analysis.

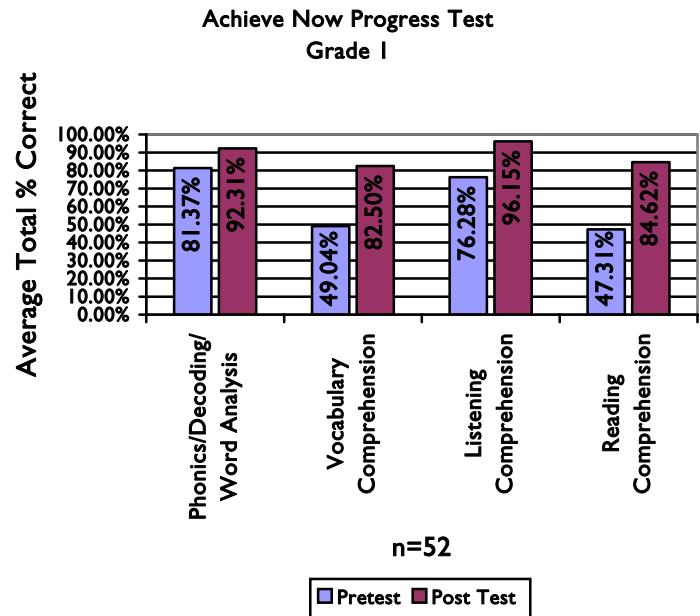
## Statistically significant gain in Total Reading/Language Arts

A comparison of pre- and post- Total Reading/Language Arts scores on the Achieve Now Progress Test showed that first-grade students using Achieve Now curriculum realized an average percentage point gain of 22.04 (p<.001). The gain was statistically significant.



## Results by sub-test

Students posted average percentage point gains of 10.94 (p<.001), 33.46 (p<.001), 19.87 (p<.001), and 37.31 (p<.001), in Phonics/Decoding/Word Analysis, Vocabulary Comprehension, Listening Comprehension, and Reading Comprehension, respectively. The results were statistically significant.



## Beit Seifer Vav School Program Background

Beit Seifer Vav is an urban Jewish elementary day school located in Far Rockaway, New York. The school serves 973 students from grades K-8. There are 49 classroom teachers including special education teachers at the pre-kindergarten through eighth grade level.

As a religious educational institution for Jewish boys, Beit Seifer Vav's mission is to provide students with a high level education so that they can become productive citizens.

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 students the opportunity to use the Achieve Now Reading/Language Arts CDs, weekly, in the computer lab. The classroom teacher and the computer teacher set aside time for articulation to ensure students were working on the appropriate learning objective.

In the 2003–04 school year the school will extend the program to include additional time on task in the classroom to provide more individualized instruction.

## 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 the 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 for technology software. Currently, BJE and PLATO have formed partnerships with 32 Jewish day schools in order to meet these 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.

