

Beit Seifer Zayin

BOARD OF JEWISH EDUCATION
FRESH MEADOWS, NEW YORK.

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 ZAYIN, SECOND-GRADE STUDENTS USING ACHIEVE NOW™ DEMONSTRATED A STATISTICALLY SIGNIFICANT AVERAGE GAIN OF 6.15 PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS, AS MEASURED BY THE ACHIEVE NOW PROGRESS TEST¹.

RESULTS BY SUB-TEST ARE AS FOLLOWS: A COMPARISON OF PRE- AND POST-TEST GROUP SCORE AVERAGES REVEALED PERCENTAGE POINT DIFFERENCES OF 22.00 ($p < .001$), -5.50 ($p = .113$), -21.00 ($p < .001$), 3.40 ($p = .314$), AND 8.00 ($p = .081$), IN PHONICS, DECODING AND WORD ANALYSIS, VOCABULARY COMPREHENSION, READING COMPREHENSION, LITERARY COMPREHENSION, AND GRAMMAR, MECHANICS, AND USAGE, RESPECTIVELY.

BEIT SEIFER ZAYIN RECEIVED SOFTWARE FUNDS FROM NEW YORK STATE AND CHOSE TO IMPLEMENT ACHIEVE NOW AS A 34-WEEK CLASSROOM AND HOME DEPLOYMENT PROGRAM TARGETED TOWARDS 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 CURRICULUM ADVENTURE™ TO PARTICIPATING SECOND-GRADE STUDENTS. THIS WAS DONE IN A WHOLE GROUP SETTING. THE STUDENTS WORKED WITH ACHIEVE NOW THREE TIMES A WEEK, AT A MINIMUM OF 20 MINUTES PER INTERVAL. THEY WERE THEN ASSIGNED PLATO ACHIEVE NOW ACTIVITIES TO BE WORKED ON AT HOME.

SCHOOL PROFILE

414 STUDENTS , GRADES PRE-K-8
COED JEWISH DAY SCHOOL
100% WHITE

12% English Language Learners
6% Academic Intervention Services

ACHIEVE NOW™ IMPLEMENTATION

- Classroom/Family Homework Model
- Grade 2 students, Began September 2003
- Reading/Language Arts Focus

RESEARCH INSTRUMENTS

Achieve Now Progress Test

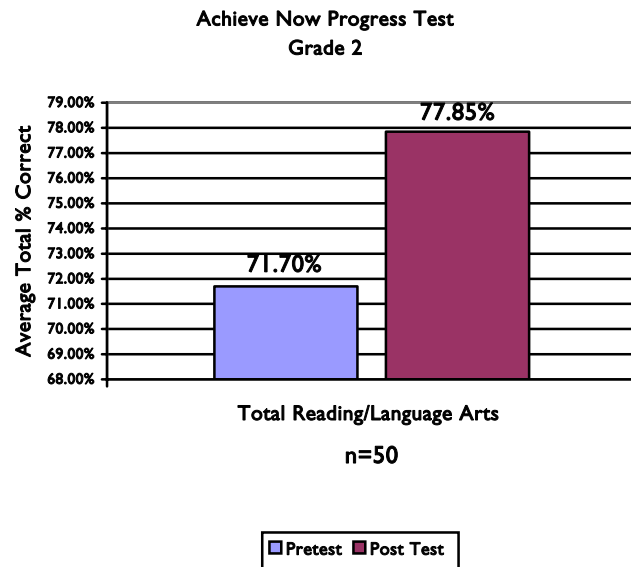
RESEARCH TIME FRAME

2003-2004 School Year

¹ The Achieve Now Progress Test for Reading/Language Arts is an assessment directly correlated to the Achieve Now Reading/Language Arts curriculum. The Grade 2 level of the test is comprised of five sub-tests. The total reading/language arts score is based on the student's average on all 5 sub-tests. Only participating students who completed all five sub-tests were included in the sample for the purposes of this analysis.

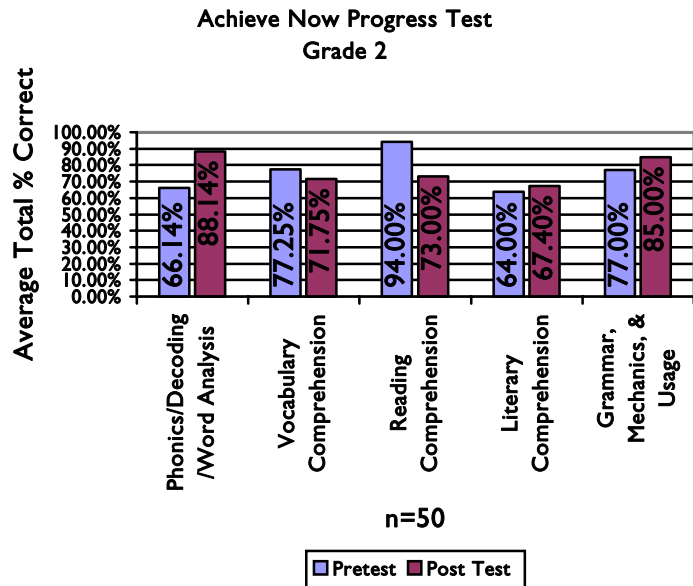
Statistically significant gain in Total Reading/Language Arts

A comparison of pre- and post- test Total Reading/Language Arts scores on the Achieve Now Progress Test showed that second-grade students using Achieve Now curriculum realized an average total percentage correct gain of 6.15% ($p < .001$). The gain was statistically significant.



Student make gains on sub-tests

A comparison of pre- and post-test group score averages revealed percentage point differences of 22.00 ($p < .001$), -5.50 ($p = .113$), -21.00 ($p < .001$), 3.40 ($p = .314$), and 8.00 ($p = .081$), in Phonics, Decoding and Word Analysis, Vocabulary Comprehension, Reading Comprehension, Literary Comprehension, and Grammar, Mechanics, & Usage, respectively. Results for Phonics, Decoding and Word Analysis and Reading Comprehension were statistically significant.



Beit Seifer Zayin School Program Background

Beit Seifer Zayin is an urban Jewish elementary day school located in Fresh Meadows, New York. The school serves 414 students from grades Pre-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 children, Beit Seifer Zayin's approach to worship and ritual is fully egalitarian. They are committed to the highest standards of academic excellence in all Judaic and general instruction, programs and activities. Their integrated, dual-language curriculum combines the best of innovative and traditional teaching methods to create challenging learning experiences. The staff provides a nurturing, respectful and stimulating environment. As an American Jewish Day School, they aim at educating Jewish youth loyal to our country and devoted to the State of Israel and the Jewish people. They prepare our students to live in accordance with the Jewish values of God, Torah and Israel, identify with the Conservative movement and support Jewish pluralism. In partnership with family, synagogue and the community, preparing knowledgeable, committed Jews and responsible 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 improvements. 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 reorganize the program focusing on grade one students to support foundational literacy skills and concepts.

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.

