

# Nathan Bishop Middle School

PROVIDENCE PUBLIC SCHOOL DISTRICT  
Providence, Rhode Island

## SPECIAL EDUCATION INTENSIVE RESOURCE, RESOURCE, AND RESOURCE/INCLUSION STUDENTS IN GRADES SIX THROUGH EIGHT SHOWED GAINS IN READING/LANGUAGE ARTS

SPECIAL EDUCATION INTENSIVE RESOURCE, RESOURCE, AND RESOURCE/INCLUSION STUDENTS AT NATHAN BISHOP MIDDLE SCHOOL IN THE PROVIDENCE PUBLIC SCHOOL DISTRICT IN GRADES SIX THROUGH EIGHT SHOWED GAINS IN READING/LANGUAGE ARTS AS MEASURED BY THE PLATO ACHIEVE NOW™ PROGRESS TESTS.

SPECIAL EDUCATION INTENSIVE RESOURCE STUDENTS IN GRADES 6 THROUGH 8 SHOWED A GAIN OF 2 PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS ON THE FOURTH GRADE LEVEL TEST AND SHOWED A DECLINE OF 15 (p=.156) PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS ON THE THIRD GRADE LEVEL TEST. RESOURCE STUDENTS IN GRADES 6 THROUGH 8 REVEALED A GAIN OF 20 (P=.013) PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS ON THE FOURTH GRADE LEVEL TEST. RESOURCE/INCLUSION STUDENTS IN GRADE 6 THROUGH 8 SAW A GAIN OF 18 (p=.374) PERCENTAGE POINTS IN TOTAL READING/LANGUAGE ARTS AND A DECLINE OF 3 PERCENTAGE POINTS IN TOTAL MATHEMATICS ON THE FOURTH GRADE LEVEL TEST.

IN TERMS OF AVERAGE PERCENTAGE CHANGE, SPECIAL EDUCATION INTENSIVE RESOURCE STUDENTS IN GRADES 6 THROUGH 8 SHOWED A GAIN OF 2% IN TOTAL READING/LANGUAGE ARTS ON THE FOURTH GRADE LEVEL TEST AND SHOWED A DECLINE OF 20% IN READING/LANGUAGE ARTS ON THE THIRD GRADE LEVEL TEST. RESOURCE STUDENTS IN GRADES 6 THROUGH 8 DEMONSTRATED A GAIN OF 35% IN TOTAL READING/LANGUAGE ARTS ON THE FOURTH GRADE LEVEL TEST. RESOURCE/INCLUSION STUDENTS MADE A GAIN OF 31% IN READING/LANGUAGE ARTS AND A DECLINE OF 5% IN MATHEMATICS ON THE FOURTH GRADE LEVEL TEST.

THESE SPECIAL EDUCATION STUDENTS WERE ASSESSED USING THE PLATO ACHIEVE NOW PROGRESS TESTS AT THEIR DEVELOPMENTAL LEVEL RATHER THAN GRADE LEVEL IN READING/LANGUAGE ARTS AND MATHEMATICS AT THE BEGINNING AND END OF THE PROGRAM IMPLEMENTATION TO MEASURE ACADEMIC PROGRESS.

### SCHOOL PROFILE

#### 651 STUDENTS GRADES 6-8

68% Free/Reduced Lunch  
44.4% Hispanic  
35.6% Black  
4.5% Asian  
14.4% White  
1.1% Native American

20% Students with IEPs  
10.8% Self-Contained  
4.9% Inclusion  
4.3% Resource

### PLATO ACHIEVE NOW™ IMPLEMENTATION

- 2 Intensive Resource Classrooms: Grades 6-8
- 1 Inclusion Classroom: Grade 8
- District Focus on Reading/Language Arts Intervention
- School Focus on Vocabulary and Reading Comprehension
- Comprehensive School Reform

### RESEARCH INSTRUMENTS

PLATO Achieve Now Progress Tests

### RESEARCH TIME FRAME

2004-2005 School Year

## SCHOOL IMPLEMENTATION PROGRESS

**Standards:** The mission of Nathan Bishop Middle School is to establish an environment, which nurtures the growth and development in each individual in our school community. Nathan Bishop Middle School is committed to providing an educational program that serves the needs of our culturally diverse adolescents by: 1) Maintaining a safe, academically stimulating environment with high expectations. 2) Encouraging the development of self-motivated critical thinkers, problem solvers and effective communicators. 3) Promoting well informed, culturally knowledgeable, responsible citizens. 4) Facilitating social, intellectual, physical and emotional growth and 5) Fostering partnerships among school, home and community.

**Curriculum and Instruction:** PLATO Achieve Now's interactive curriculum was integrated into both the intensive resource and inclusion classroom settings. Teachers utilized Student Learning Paths generated based on PLATO Achieve Now Progress Test data for individualized instruction. Resources were also used for whole group instruction aligned to curriculum and targeted needs. Individual student progress was continually assessed with Achieve Now Progress Checks to allow teachers to tailor classroom instruction to the individual learning needs of their students.

**Assessment/Evaluation:** Multiple assessments to monitor student progress throughout the school year include: PLATO Achieve Now Progress Test, PLATO Achieve Now Progress Checks, Stanford Achievement Test, 9<sup>th</sup> Edition (SAT-9), and district and state assessments. Year-end teacher questionnaires were also completed.

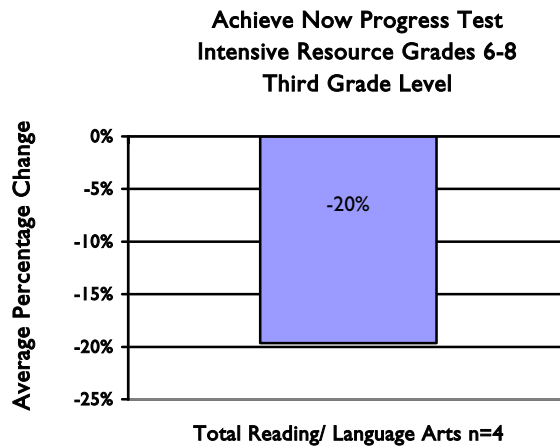
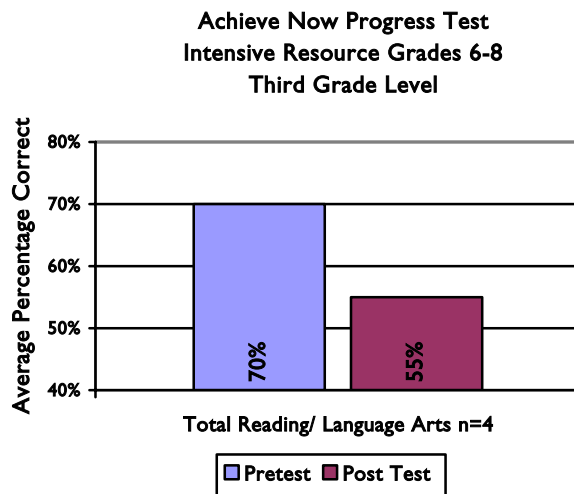
**Professional Development:** There were multiple professional development sessions throughout the implementation year. The timeline of professional development sessions consisted of: Planning Meeting, Program Orientation, Aligning/Integrating Session, Analyzing/Aligning Session, Family Involvement, Mentoring/Coaching, Review, and Planning and ongoing needs based site support.

**Parental Involvement:** Teachers from Nathan Bishop Middle School hosted an information session for resource room parents during a whole school open house. PlayStations, program resources, and information were made available to parents as the students showed their parents how the materials were used in the classroom.

## Special Education Intensive Resource students in grades six through eight struggled in Reading/Language Arts

Special Education Intensive Resource students in grades six through eight at Nathan Bishop Middle School in the Providence Public School District using PLATO Achieve Now posted an average decline of 15 (p=.156) percentage points in Total Reading/Language Arts on the third grade level test. The result is not statistically significant.

In terms of percentage change on the PLATO Achieve Now Progress Tests, Special Education Intensive Resource students in grades six through eight posted a decline of 20% in Total Reading/Language Arts on the third grade level test.



## Special Education Intensive Resource students in grades 6 through 8 struggled in Reading/Language Arts sub-categories

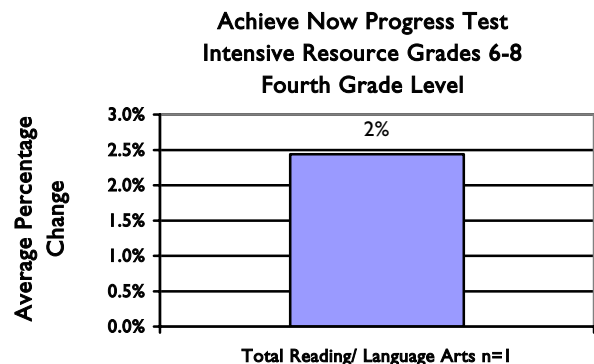
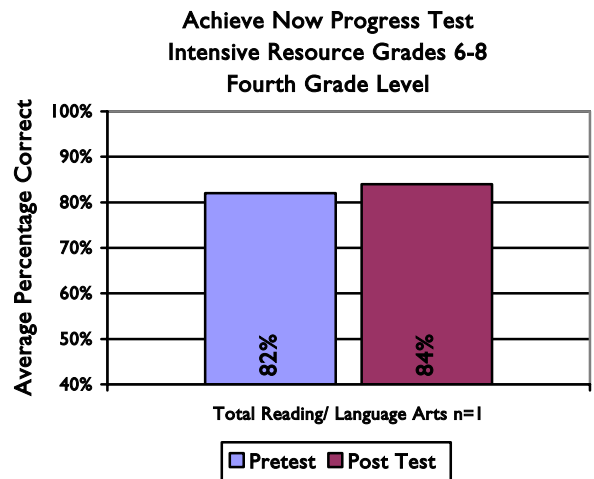
When pre- and post-test scores were compared on the third grade Achieve Now Progress Test, Special Education Intensive Resource students in grades 6 through 8 using PLATO Achieve Now experienced declines of 4 (p=.664) percentage points in Phonics/Decoding/Word Analysis, 25 (p=.058) percentage points in Listening Comprehension, 25 (p=.127) percentage points in Reading Comprehension, and 45 (p=.058) percentage points in Grammar, Mechanics, and Usage. The average score in Vocabulary Comprehension (p=1.000) and Literary Comprehension (p=1.000) remained the same. None of the results are statistically significant.



## Special Education Intensive Resource students in grades 6 through 8 acquired gain in Reading/Language Arts

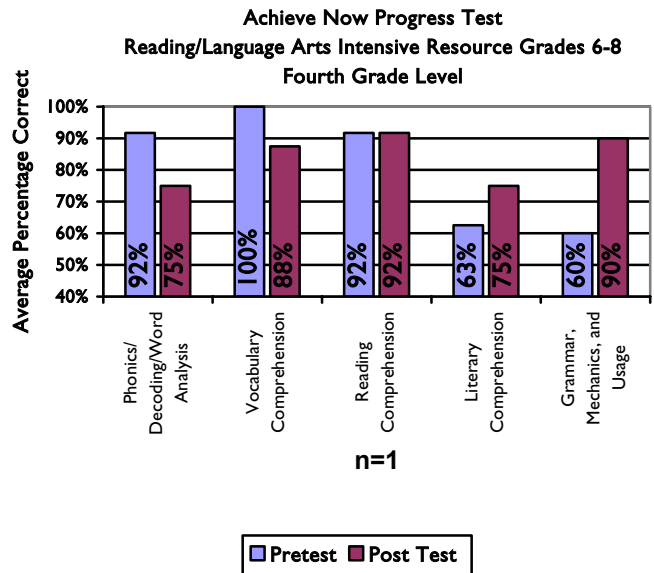
Special Education Intensive Resource students in grades 6 through 8 at Nathan Bishop Middle School in the Providence Public School District using PLATO Achieve Now acquired an average gain of 2 percentage points in Total Reading/Language Arts on the fourth grade level test. The level of significance cannot be computed because the sample size is 1.

In terms of percentage change on the PLATO Achieve Now Progress Tests, Special Education Intensive Resource students in grades 6 through 8 posted a gain of 2% in Total Reading/Language Arts on the fourth grade level test.



## Special Education Intensive Resource students in grades 6-8 showed gains in some Reading/Language Arts sub-categories

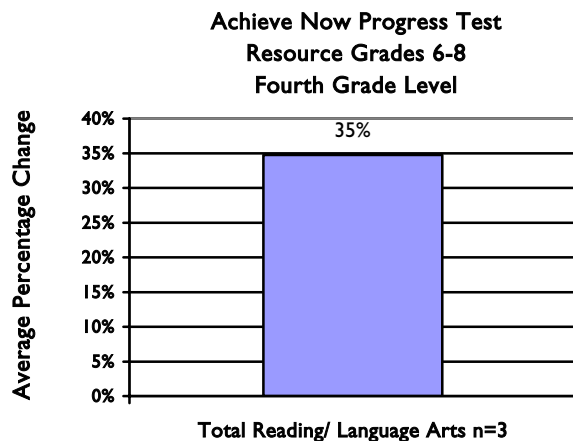
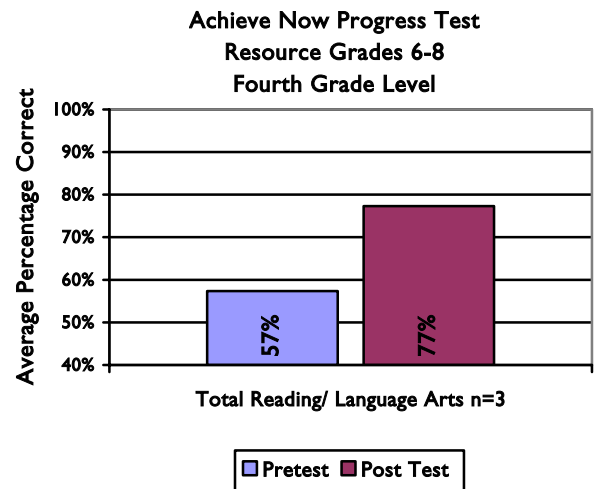
When pre- and post-test scores were compared on the fourth grade Achieve Now Progress Test, Special Education Intensive Resource students in grades 6 through 8 using PLATO Achieve Now showed gains of 13 percentage points in Literary Comprehension and 30 percentage points in Grammar, Mechanics, and Usage. Students experienced a decline of 17 percentage points in Phonics/Decoding/Word Analysis and 13 percentage points in Vocabulary Comprehension. The average score in Reading Comprehension remained the same. The level of significance cannot be computed because all of the sample sizes are 1.



## Special Education Resource students in grades 6 through 8 demonstrated gain in Reading/Language Arts

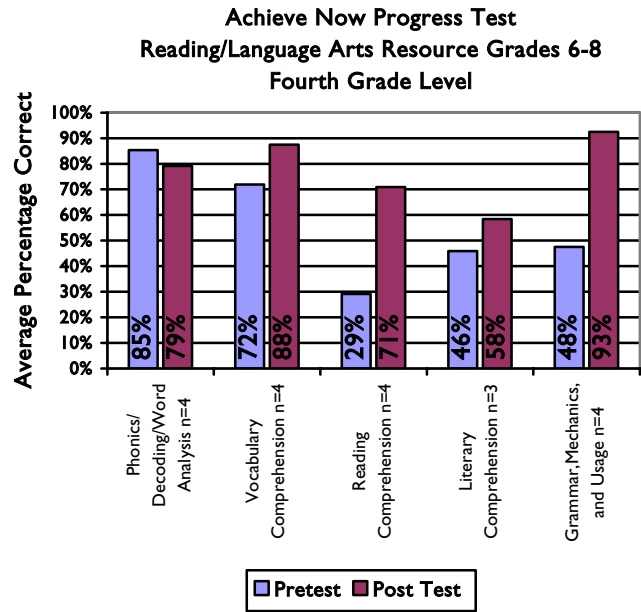
Special Education Resource students in grades 6 through 8 at Nathan Bishop Middle School in the Providence Public School District using PLATO Achieve Now demonstrated an average gain of 20 (p=.013) percentage points in Total Reading/Language Arts on the fourth grade level test. The gain is statistically significant.

In terms of percentage change on the PLATO Achieve Now Progress Tests, Special Education Resource students in grades 6 through 8 posted a gain of 35% in Total Reading/Language Arts on the fourth grade level test.



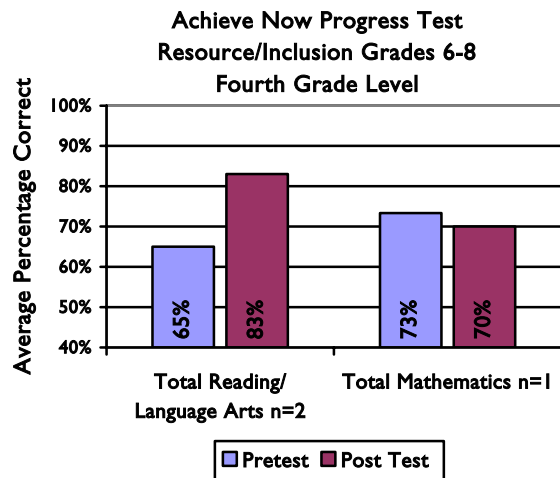
## Special Education Resource students in grades 6-8 revealed gains in some Reading/Language Arts sub-categories

When pre- and post-test scores were compared on the fourth grade Achieve Now Progress Test, Special Education Resource students in grades 6 through 8 using PLATO Achieve Now revealed gains of 16 (p=.141) percentage points in Vocabulary Comprehension, 42 (p=.027) percentage points in Reading Comprehension, 13 (p=.423) percentage points in Literary Comprehension, and 45 (p=.037) percentage points in Grammar, Mechanics, and Usage. Students experienced a decline of 6 (p=.650) percentage points in Phonics/Decoding/Word Analysis. The gain in Reading Comprehension and Grammar, Mechanics, and Usage are statistically significant.

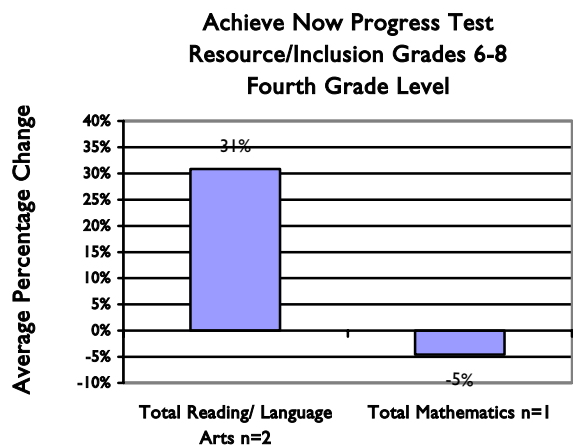


## Special Education Resource/Inclusion students in grades 6 through 8 displayed gain in Reading/Language Arts

Special Education Resource/Inclusion students in grades 6 through 8 at Nathan Bishop Middle School in the Providence Public School District using PLATO Achieve Now displayed an average gain of 18 (p=.374) percentage points in Total Reading/Language Arts and an average decline of 3 percentage points in Total Mathematics on the fourth grade level test. The gain in Total Reading/Language Arts is not statistically significant. The level of significance cannot be computed for Total Mathematics because the sample size is 1.

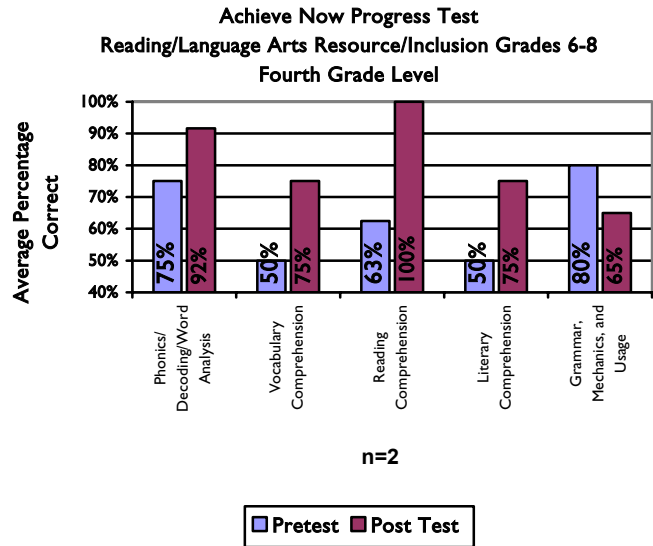


In terms of percentage change on the PLATO Achieve Now Progress Tests, Special Education Resource/Inclusion students in grades 6 through 8 posted a gain of 31% in Total Reading/Language Arts and a decline of 5% in Total Mathematics on the fourth-grade level test.



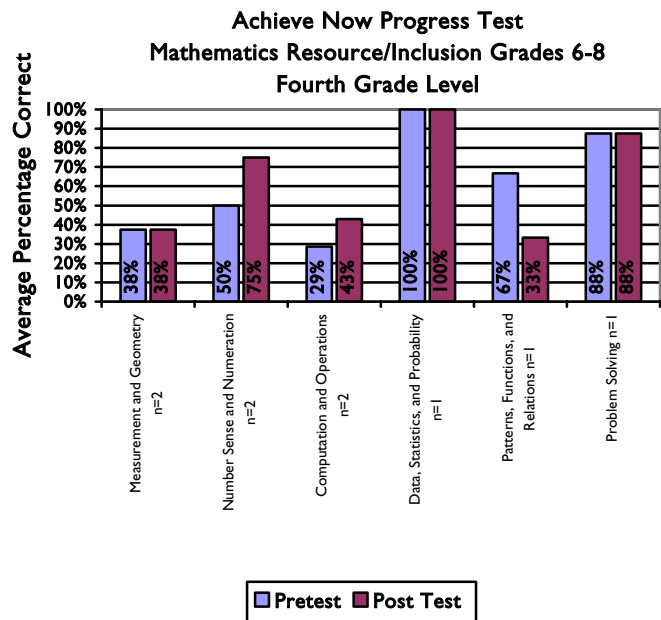
## Special Education Resource/Inclusion students in grades 6-8 obtained gains in some Reading/Language Arts sub-categories

When pre- and post-test scores were compared on the fourth-grade Achieve Now Progress Test, Special Education Resource/Inclusion students in grades 6 through 8 using PLATO Achieve Now obtained gains of 17 (p=.295) percentage point in Phonics/Decoding/Word Analysis, 25 (p=.626) percentage points in Vocabulary Comprehension, 38 (p=.421) percentage points in Reading Comprehension, and 25 (p=.295) percentage points in Literary Comprehension. Students experienced a decline of 15 (p=.205) percentage points in Grammar, Mechanics, and Usage. None of the results are statistically significant.



## Special Education Resource/Inclusion students in grades 6-8 posted gains in some Mathematics sub-categories

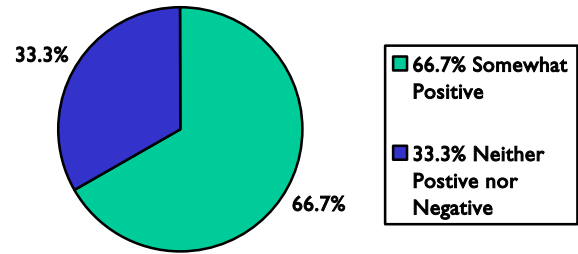
When pre- and post-test scores were compared on the fourth grade Achieve Now Progress Test, Special Education Resource/Inclusion students in grades 6 through 8 using PLATO Achieve Now posted gains of 25 (p=.500) percentage points in Number Sense & Numeration and 14 (p=.500) percentage points in Computation and Operations. The average scores in Measurement and Geometry, Data, Statistics, and Probability, and Problem Solving remained the same. Students experienced a decline of 33 percentage points in Patterns, Functions, and Relations. The results for Number Sense and Numeration, and Computation and Operations are not statistically significant. The level of significance cannot be computed for Data, Statistics, and Probability, Patterns, Functions, and Relations, and problem solving because the sample sizes are 1. The level of significance cannot be computed for Measurement and Geometry because the standard error of the difference is zero.



## Teachers felt positive reaction to PLATO Achieve Now from students

On the PLATO survey, 66.7% of teachers surveyed said that they observed positive student reactions to PLATO Achieve Now use. In addition, 100% of the teachers surveyed reported that their overall reaction to PLATO Learning is positive and recommended continued use of PLATO Learning by their school.

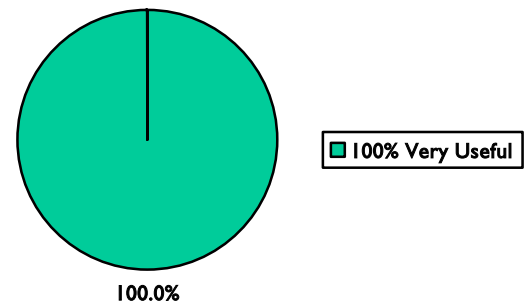
Teachers Report Students' Reactions to PLATO Learning



## Teachers find PLATO Achieve Now very useful to students

On the PLATO survey, 100% of teachers surveyed felt that PLATO Learning was useful in meeting the needs of individual students. In addition, 100% of the teachers surveyed said that PLATO Learning was useful in providing core instruction, supplementing the regular school curriculum, providing practice/reinforcement, improving student understanding, challenging students, motivating students, and rewarding students.

Teachers Report PLATO Learning's Usefulness in Meeting the Needs of Individual Students



### Providence Public School District

In September 2004, Providence Public School District implemented PLATO Achieve Now in two elementary schools, two middle schools and one high school. Participating teachers serviced resource, intensive resource and inclusion students in grades K-12.

Throughout the school year, PLATO Achieve Now offered a data driven instructional design that allowed students to enter the learning process at their independent learning level and engage in interactive learning experiences that build success for students and families in the least restrictive environments. Integration of PLATO Achieve Now into district inclusion, resource and intensive resource models was to promote time-on-task, family involvement in homework and to facilitate mastery learning and teaching.

The district initiative to use PLATO Achieve Now addresses several issues for the implementation of district-wide initiatives in special education classrooms. (1) It underscores the department's commitment to improving educational outcomes and increasing inclusion opportunities for special needs students. (2) It provides embedded professional development that will use Providence's curriculum standards, scope and sequence, and the state and local assessments. (3) The PLATO Achieve Now program places a strong emphasis on assisting families with new methods to help their children succeed through workshops and participation in after school activities.

## Nathan Bishop Middle School

Nathan Bishop Middle School is one of five Providence District Public Schools participating in a district initiative to increase the academic performance of special education students through the use of the PLATO Achieve Now Program in the inclusion and intensive resource models. The school is located in a major urban area of Rhode Island and serves approximately 651 students in grades 6-8.

Implementation of PLATO Achieve Now, a standards based curriculum program, at Nathan Bishop began in June 2004, funded by district IDEA funds.

During the 2004-2005 school year, two intensive resource teachers and one inclusion teacher from the school participated in the pilot of this district program. Teachers attended professional development sessions to be able to identify and select Achieve Now activities and materials appropriate to their teaching objectives. As well, teachers participated in professional development sessions to align RI state standards and individualized education plan (IEP) goals to the Achieve Now curriculum. Throughout the school year, teachers used the Achieve Now program resources for whole group, direct and individualized learning improvement. The identified intensive resource students worked with PLATO Achieve Now Reading/Language Arts curriculum components 90-120 minutes per week in the resource room. Teachers also utilized the Achieve Now Mathematics resources to further supplement instruction.

Results throughout the course of the first implementation year were measured by PLATO Achieve Now Progress Tests and Checks, SAT-9, district/state assessments, surveys and teacher records.

The district will expand the implementation of PLATO Achieve Now curriculum resources at additional sites during the 2005-2006 school year and teachers from Nathan Bishop MS will continue the implementation with continuous professional development. The district will also form a task force of teachers from this first pilot group to act as district consultants coaching and mentoring new teachers.



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