

# 90%

**Success rate in the matriculation exams in the "obstacle" subject, within the program  
Participants in 2011/12, among all students who began the program<sup>1</sup>**

## **Tafnit Program for Matriculation- "Last Hurdle" Summary - Final Report 2011/12**

**Learning through the Accelerated Narrowing of Gaps Method ("The Study Campaign")<sup>2</sup>;  
Success rates in the matriculation exams within the program and additional data**

Report of activities in 40 high schools in 27 peripheral localities, with 1,272<sup>3</sup> participants, who according to their school assessment, prior to the program, will fail the matriculation exam in one or more subject ("obstacle subject") that remains their "Last Hurdle" to a matriculation certificate.  
The activity was operated by the teaching staff from the participating schools.

## **Tafnit Program for Matriculation- "Last Hurdle" Under the Academic Accreditation of the School of Education at Tel Aviv University**



The data in this report were provided by the participating schools and the statistical analysis is based on them.  
All data and analysis in this report were examined and approved by a team of the School of Education at Tel Aviv University

### **In partnership with:**

- Municipal education division •Amal Network •Amit Network •Darca network •Goldberg Charitable Trust
- JFNA Social Venture Fund for Jewish-Arab Equality & Shared Society
- Rosalinde & Arthur Gilbert Foundation •Anonymous donors

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[www.tafnit.rashi.org.il](http://www.tafnit.rashi.org.il)

<sup>1</sup> 89.7% - the rate of those who succeeded in the matriculation exams in the "obstacle" subject as part of the program in 2011/12 as a proportion of all participants who began studying in the program. Based on data provided by the participating schools principals.

<sup>2</sup> The method of Accelerated Narrowing of Gaps (The Study Campaign) was developed by Nissim Cohen (M.A) the Program was operated under its principles.

<sup>3</sup> 1,272 participants: 1,163 students examined in one subject, 47 students examined in two subjects and 5 students Examined in three subjects.

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### **Tafnit Program for Matriculation- "Last Hurdle"**

**Under the Academic Accreditation of the School of Education at Tel Aviv University**



The data provided by the participating schools, the statistical analysis, all data in this report and the report it self were examined and approved by a team led by

**Izhar Oplatka, Associate Prof., Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University,**

with the participation of Mr. Eitan Tako, **School of Education at Tel Aviv University**

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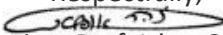
  
**TEL AVIV UNIVERSITY** **אוניברסיטת תל-אביב**  
THE JAIME AND JOAN CONSTANTINER **בית הספר לחינוך**  
SCHOOL OF EDUCATION **ע"ש חיים וג'ואן קונסטנטינר**

April 11th 2013

To: Mr. Nissim Cohen  
General Director, Yeholot Association  
(Tafnit Program)  
Rashi Foundation

**Subject: Approval of Data and Final Report -  
Tafnit Program for Matriculation- "Last Hurdle" – 2011/12**

1. We welcome the activity of Yeholot Association (Tafnit Program), Founded by the Rashi Foundation, in high schools in the periphery.
2. I hereby certify that all the details, components and results of the Tafnit Program for Matriculation- "Last Hurdle" in 2011/12 were forwarded for our review. These data are based on written reports received from the participating schools in the Program in 2011/12 and refer to the following details and components:
  - a. School report on the preliminary mapping (performed before the beginning of the program).
  - b. School report on the decision making of the selected subject and its study units, the matching participants and the size of the group, based on the preliminary mapping.
  - c. School report that the chosen participants were identified by the school as students with no chance of succeeding in the matriculation exam in the selected subject.
  - d. School report on the grade level of the participants and classification of the students as "matching the target population" or "matching for the "Hashlama" group.
  - e. School report on the type of activity within the program- regular or incorporated and independent.
  - f. School report on the starting participants and all the participants who completed or didn't complete the program (persistence).
  - g. School report on the final grades in the matriculation exam in the "obstacle" subject in the Program.
  - h. School report on eligibility and non eligibility for matriculation diploma within the 12<sup>th</sup> grade participants in 2011/12, and of the students who participated in the program in the previous year (2011/12); then in 11<sup>th</sup> grade; and now (2011/12) graduated 12<sup>th</sup> grade.
3. In 2011/12, 42 high schools participated in the Program. The report includes data regarding 40 participating high schools  
The report does not include two exceptional schools in one of which there was a different target population, In the second the program stopped for reasons that not related to program activities.
4. I hereby certify that the data of all the participating high schools in the Tafnit Program for Matriculation- "Last Hurdle" in 2011/12, the statistical analysis, all data in this report and the report it self were examined and approved by us.

Respectfully,  
  
Associate Prof. Izhar Oplatka

Cc:  
Prof. Rafi Nachmias- Head of School of Education, Tel Aviv University

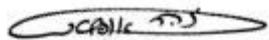
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לכבוד  
מר נסים כהן  
מנכ"ל עמותת יכולות  
(תכנית תפנית)  
קרן רש"י

**הנדון – אישור נתוני ודו"ח מסכם לפעילות  
תכנית תפנית לבגרות – מקצוע חסם, תשע"ב**

- א. אנו מברכים על פעילות עמותת יכולות (תכנית תפנית), מיסודה של קרן רש"י בשיתוף משה"ח בתי"ס על יסודיים בפריפריה.
- ב. אני מאשר בזאת, כי הועברו לבדיקתנו כל הפרטים, הרכיבים ותוצאות תכנית תפנית לבגרות – מקצוע חסם תשע"ב. נתונים אלה מבוססים על דו"חות כתובים שהתקבלו מבתי"ס המשתתפים בתכנית בתשע"א ומתייחסים לפרטים והרכיבים הבאים:
1. דיווח ביה"ס על ביצוע מיפוי טרם התכנית.
  2. דיווח ביה"ס על קבלת החלטה על מקצוע החסם ויח', על המשתתפים המתאימים, מספרם וגודל הקבוצה בתכנית, בהתבסס על המיפוי שהתבצע טרם הפעלת התכנית.
  3. דיווח ביה"ס שהתלמידים שנבחרו הוגדרו על ידי ביה"ס כחסרי סיכוי לעמוד בהצלחה בבחינת הבגרות במקצוע החסם שאותו.
  4. דיווח ביה"ס על דרגת כיתה של המשתתפים, ומיון התלמידים לכאלה המתאימים לאוכלוסית היעד או לקבוצת השלמה.
  5. דיווח ביה"ס על סוג הפעילות במסגרת התכנית - רגילה או עצמאית ומוטמעת.
  6. דיווח ביה"ס על כל המשתתפים שהחלו, וכל המשתתפים שסיימו או לא סיימו לימודיהם בתכנית (התמדה).
  7. דיווח ביה"ס על הציונים בבחינת הבגרות במקצוע החסם בתכנית.
  8. דיווח ביה"ס על זכאות ואי זכאות לתעודת בגרות לתלמידי יב' בתכנית, בתשע"ב, ולתלמידים שהשתתפו בתכנית בשנה"ל הקודמת (תשע"א), והיו אז בכיתה יא' ובשנה"ל הנוכחית (תשע"ב) סיימו יב'.
- ג. בתכנית השתתפו באופן מלא 40 בתי"ס והדו"ח כולל נתוני כל ה-40 בתי"ס אלו.  
הדו"ח לא כולל שני בתי"ס חריגים שבאחד מהם אוכלוסית היעד שונה ובשני מסיבות שלא נוגעות לתכנית הפעילות פסקה ולא הגיעה לסיימה.
- ד. אני מאשר בזאת, שנתוני כל בתי"ס המשתתפים בתכנית תפנית לבגרות – מקצוע חסם תשע"ב, העיבודים הסטטיסטיים, והנתונים המוצגים בדו"ח, עברו בדיקתנו ואושרו.

בכבוד רב

  
פרופ' יזהר אופלטקה

העתקים:  
פרופסור רפי נחמיאס - ראש ביה"ס לחינוך, אוניברסיטת תל אביב

## Part A – Data & Definitions

1. In order to analyze the Program results, data reports were collected from all the participating schools in 2011/12. The reports included all the program components, including details on the participating student and their results, and referring to the following details:
  - a. School's report on the preliminary mapping (performed before the beginning of the program).
  - b. School's report on the decision making of the selected subject and its study units, the matching participants and the size of the group, based on the preliminary mapping.
  - c. School's report that the chosen participants were identified by the school as students with no chance of success in the matriculation exam in the selected subject.
  - d. School's report on the grade level of the participants and classification of the students as "matching the target population" or "matching for the 'Hashlama' group.
  - e. School's report on the type of activity within the program- regular or incorporated and independent.
  - f. School's report on the starting participants and all the participants who completed or didn't complete the program (persistence).
  - g. School's report on the final grades in the matriculation exam in the "obstacle" subject in the Program.
  - h. School's report on eligibility and non eligibility for matriculation certificate within the 12<sup>th</sup> grade student participated in 2011/12, and of the students who participated in the program in the previous year (2010/11); then in 11<sup>th</sup> grade; and now (2011/12) graduated 12<sup>th</sup> grade.
5. In 2011/12, 42 schools participated in the Program. The report includes data regarding 40 participating schools. The report does not include two exceptional schools in one of which there was a different target population, in the second the program stopped for reasons that not related to program activities.

### Definitions

- Successfully passing matriculation exams- a student reported by participating high school of final grade of 55 points and higher in the matriculation exams.
- Entitled for a matriculation certificate – a student reported by the school for being entitled for a matriculation certificate.
- Participants: Total number of participants include double count of students who took part in more than one group. (The program, in accordance with the subject matter and number of hours required, is operated on semesters and sometimes on trimester's basis so it is possible that students have participated in more than one activity during school year).
- Last Hurdle Student: A student who according to previous school mapping successfully pass all subject matters for matriculation apart from one to three subjects that will prevent him from being entitled for the certificate and also participated in one or more program's activities aiming to successfully pass the exams and attain a matriculation certificate. In most cases it is one subject matter (see footnote no. 2).
- Hashlama Students/ Complement Students: A student who according to previous assessments is diagnosed to not be able to pass two subject matters in the exams which will prevent him from being entitled for the certificate and also participated in the program's activities for part of these subjects and it is known in advance that even if he passes them successfully, he will not necessarily attain his certificate.

**All data are confidential and were collected only for analyze and calculation of the compiled data.**

The data provided by the participating schools, the statistical analysis, all data in this report and the report itself were examined and approved by a team led by  
**Izhar Oplatka, Associate Prof., Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University,**  
with the participation of Mr. Eitan Tako, **School of Education at Tel Aviv University**

## Part B – Goal and target population

1,272 participants from 10<sup>th</sup> - 12<sup>th</sup> grades, from 40 high schools in 27 peripheral localities, who failed, or their schools predicted that they will fail in the matriculation exams in a school subject that makes one ineligible for a matriculation certificate, and is therefore an "Obstacle" subject. Success in the matriculation exam in their "Obstacle" subject would provide them with a matriculation certificate. These participants will study with the Tafnit Program's Accelerated Narrowing of the Gaps Method ("The Study Campaign") and be fully successful in the matriculation exam in the "Obstacle" subject in 2011/12.

### Mapping, selecting students, subject of study, and size of study group.

1. Each school mapped the participants among 10<sup>th</sup> - 12<sup>th</sup> grade students, by which the "Obstacle" subject was found and potential participants for the program were located. An "Obstacle" subject for a school was conditional on a minimum of 12 students having this subject preventing their eligibility to a matriculation certificate, in accordance with the mapping results.
2. For these potential participants (with only one "obstacle" subject), extra participants with an additional "Obstacle" subject joined the group, so that the group reaches around 20-25 from each school for each matriculation subject.  
(In schools that incorporated the Program methodology and operated the program independently the groups ranged from 8-15 participants).  
As for the additional students participated in the program (the "Hashlama students")- they joined the Program although they knew that even after being successful in the matriculation exams in the "Obstacle" subject within the program, they may still be ineligible for a matriculation certificate.
3. As previously mentioned, there were 1,272 participants in the program from 10<sup>th</sup> - 12<sup>th</sup> grade, as followed.
  - 1,093 of them conformed to the above mentioned entry criteria (329 11th grade students and 764 12th grade participants).
  - All the others- 179 participants - were 10<sup>th</sup>-12<sup>th</sup> grade participants who joined the program as "Hashlama participants".

## Part C - Main Results

### **C. 1- All of the participating schools**

1. In 2011/12, 1,272 10<sup>th</sup> - 12<sup>th</sup> grade Participants from 40 high schools in 27 peripheral localities participated in the program.
2. All the participating Participants had failed a matriculation subject, or in the school's assessment, were not capable of succeeding in one or more subject, considered the "Obstacle" subject for matriculation eligibility
3. 99.4 % of those who began studying in the program completed it (0.6% dropout rate- 7 participants).
4. 89.7% of the participants (1,141 participants out of 1,272) passed the matriculation exam in the "Obstacle" subject.
5. The average grade in the matriculation exams in the "Obstacle" subject, of all participating students (including those who did not succeed) was 70.3.
6. 78.9% of all 12<sup>th</sup> grade students<sup>4</sup> in the program (566 out of 717) in 2011/12 with an "Obstacle" subject were eligible to a matriculation diploma due to their success in that subject in the matriculation exams.
7. 82.9% (218 out of 263) of all the 11<sup>th</sup> grade students in last year's program, 2010/11, who graduated 12<sup>th</sup> grade in 2011/12 were entitled to a matriculation diploma due to their success in the "Obstacle" subject (in 2010/11) within the program.
8. 29 "Hashlama" students (out of 89 "Hashlama" students) who participated in the Program attained a matriculation diploma due to their success in that subject in the matriculation exams, within the Program.
9. **The program in 2011/12 has resulted 815 students who attained a matriculation cartifacte.**

### **C. 2- Schools who incorporated the Program methodology and operated the program independently**

1. 23 schools (out of the 40 participating schools) incorporated the Program methodology and operated the program independently by the school staff, allocating internal funds.  
In this model of independent operation, 342 participants.
2. 99.4% of those who began studying in the program completed it (0.6% dropout rate-2 participants).
3. 86.3% of the participants (295 participants out of 342) passed the matriculation exam in the "Obstacle" subject.
4. The average grade in the matriculation exams in the "Obstacle" subject, of all participating students (including those who did not succeed) was 69.7.

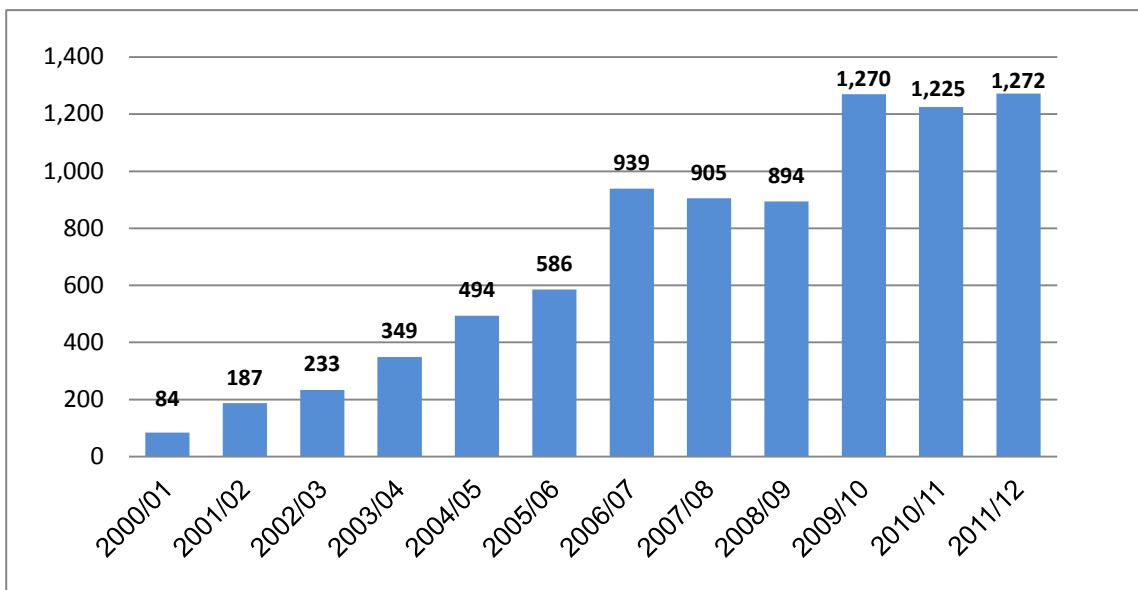
#### **Clarification:**

1. The data presented above show the eligibility rate among the participants (in one or more subject) in the Program who succeeded in the matriculation exam. In the subject which was taught to them. Prior to participation in the program, this subject considered their obstacle ("Last Hurdle") to a matriculation diploma according to the school evaluation
2. It should be noted, that this accomplishment of Tafnit Program for Matriculation- "Last Hurdle", is in addition to and completes the multi-year activities with the participating students by their schools (before the beginning of the Program or after, and sometimes even under other programs), which led the students to success in the other matriculation subjects.
3. The success rates of the Program in 2011/12, as presented above, were accomplished by teams from the participating schools (guided by the pedagogical instructors of Tafnit Program), who operated the Program. By that, we put into practice our belief, which became a principle and strategic component in the Program, under which, the existing school teachers can succeed with every student.
4. As presented, 23 schools went through a training and integration process, and operated the Program independently with 342 students (allocating internal funds to cover all costs). By that, we put into practice another principle and strategic component in the Program, under which, the Accelerated Narrowing of Gaps Method, after its efficiency and contribution to the students, the teachers and the schools being proved, can be entirely incorporated.

<sup>4</sup> Reference in the report is the number of participants in groups obstacle subject (see Note 2), except when it comes to matriculation. Matriculation data refer to several students, with no separate count of students who participated in the one obstacle subject.



**Table 1 - participants in the Tafnit Program for Matriculation- "Last Hurdle", according to school year:**



**Table 2 - Success rate (%) in the matriculation exams in the "obstacle" subject, within the program participants, among all participants who began the program, according to school year:**

