

Rashi Foundation
In cooperation with the Ministry of Education



A determined, accelerated and comprehensive approach for reducing educational gaps and increasing learning success

Partners:

Local and regional councils , Glencore Foundation, Check Point, Gilbert Foundation,
Robert Sklare, KIAH

Perach Project, Unit for Social Involvement at Ben-Gurion University, Katzir Scholarships, IsraCorps

Principles

- Everyone is able!
- Reducing educational gaps via accelerated learning
- Different learning time
- Staffed by the participants' regular teachers
- A goal that is challenging, relevant, measurable, agreed-upon and time-limited and that meets defined standards
- Focus only on one or a few subjects
- Personal supervision and external monitoring
- Teachers are determined, goal-oriented and responsible for results
- Part of the learning process takes place after regular school hours

- Drama, breaking the routine, altering normal learning environment
- "You're not alone" – All "significant others" – parents, peers, staff, administrators, community representatives – are part of the process
- Motivation – before and during the process
- Team work
- Flexibility and change are the norms
- Pooling of all available resources
- Individual attention and assistance according to pupil's need

Tafnit in Junior High School

Tafnit in junior high schools
Accelerated learning for reducing gaps
and upward mobility within the school

Results of the program in junior high schools – North, 2004 (example)								
			Stage 1 – pupils in 3rd (lowest) grouping			Stage 2 – pupils in 2nd grouping and former 3rd grouping		
School	Grade	Subject	No. of pupils	Average mark before the program	Average mark after stage 1	No. of pupils	Average mark before the program	Average mark after stage 2
1	8	Math	30	17	85	80	47	77
	9	Math	24	42	87	50	65	83
2	8	Math	27	25	88	35	56	83
3	8	English	14	55	96	40	65	87
4	7	Math	22	37	95	Only stage 1 implemented		
5	7	Hebrew	30	46	98	Only stage 1 implemented		
Total no. of pupils			257					

Tafnit in junior high schools

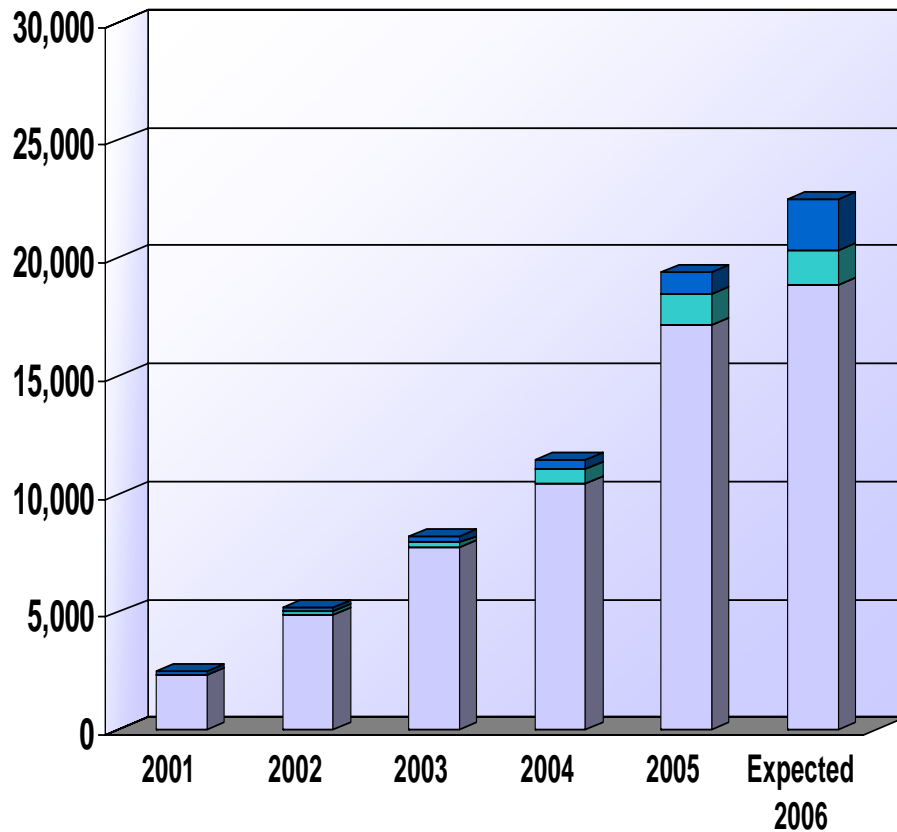
Accelerated learning for reducing gaps and upward mobility within the school

Pupils with the lowest achievements in the class (part of them were in the 3rd grouping; in some schools there was no grouping), identified through a standard external test. In stage 1 reached the grade level (80% of the curriculum); in stage 2 reached the standard

Results of the program in 7th grade – South, 2004 (example)

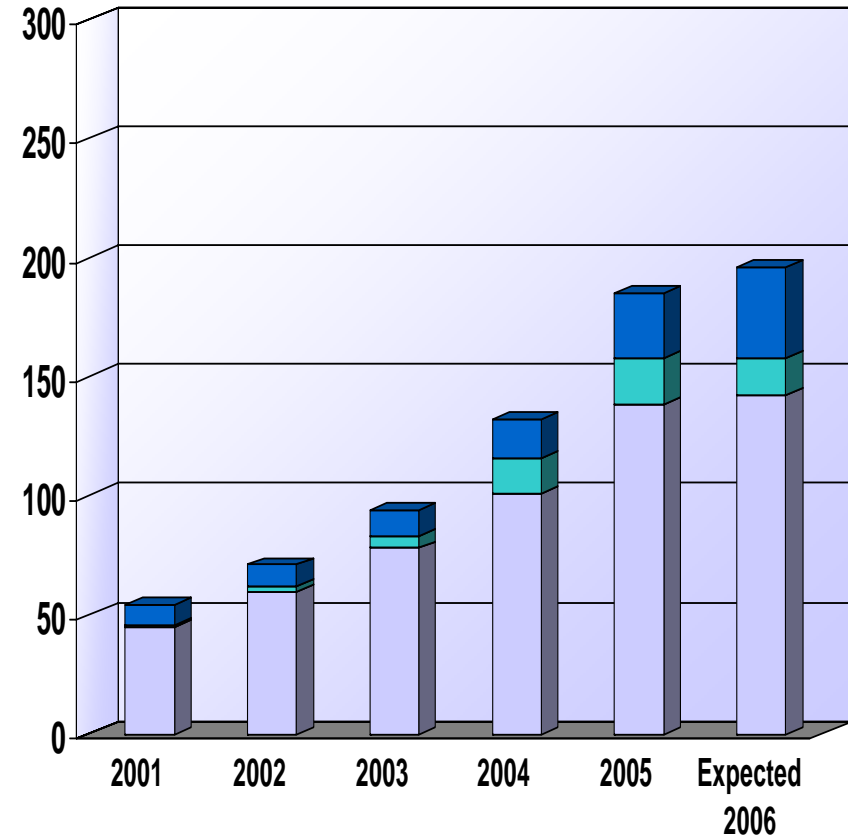
School	Grade	Subject	No. of pupils	Results of standard exam before the program	Results of standard exam after stage 1	Results of standard exam after stage 2
1	7	Math	25	46	87	89
2	7	Math	50	32	86	86
3	7	Math	40	40	78	77
4	7	Math	25	18	89	92
5	7	Math	24	20	92	82
6	7	Math	25	38	82	82
Total			189	33	85	84

Tafnit Growth - Number of Pupils



Elementary Junior-high High

Tafnit Growth - Number of Schools



Elementary Junior-high High

Tafnit operates in 47 towns/regional authorities in the Southern, Northern, Central and Haifa regions

The School Classification Model

The expansion of social/educational gaps and revealed/hidden dropout

