



Bridges to Academic Success
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<http://bridges-sifeproject.com>

Our Impact: Research Findings 2016 - 2018



BRIDGES MISSION STATEMENT:

To advocate for newly arrived immigrants with developing literacy by providing curriculum, resources, and training to educators.

ABOUT US:

We offer innovative curriculum and professional training for teachers and district leaders that targets a deeper understanding of curricular and instructional practices to ensure access to learning for SIFE. Our work is grounded in the belief that SIFE bring valuable resources, such as life experiences, home language, and cultural knowledge that enrich our schools and communities. We believe that when educators are trained to understand the characteristics of SIFE and implement instructional strategies that accelerate learning, students are able to graduate and experience improved college and career readiness.



What Bridges Teachers Are Saying:

"I think [the curriculum] is so important for this population. Knowing that they can come in and do a task and perform it is so valuable and it makes them feel good, it makes them feel secure, it makes them feel safe. It makes them feel like they can contribute to their class environment!"

KEY FINDINGS:

- Across schools, students who were assessed twice during the year made an average of 1.83 to 2.29 levels of progress as indicated on the Independent Reading Level Assessment or (IRLA) (ARC, 2015).
- Factors in the students' lives outside of school directly impacted their academic success; these included resource instability, immigration status, the need to work, family commitments & processing existing trauma.
- Classroom observations and interviews with teachers and students revealed promising instructional strategies including progress monitoring, small group instruction, celebrating reading growth, use of home language, and creating a positive classroom culture.
- Teacher beliefs during curriculum implementation shifted to recognize and understand student strengths.

Partner School	Average Level of Reading Progress 2016-2018
High School A	2.04
High School B	2.7
High School C	1.9
High School D	2.29

Across two school years, we worked with four schools to assess growth in their English reading for 204 students. The average level of growth while implementing the Bridges curriculum was 2 levels. For more data about reading progress, see our website



- Interviews across stakeholders showed that school wide collaborative practices between teachers, counselors administrators showed promise in supporting SIFE.
- A subset of students shared a positive association with the Bridges classroom and their confidence levels (see table on noncognitive factors).

Noncognitive Findings

- 90% of students in year 1 agreed/strongly agreed with the statement "This work has value for me."
- 95% of students in year 1 agreed/strongly agreed with the statement "I can set goals for myself."
- 95% of students in year 1 agreed/strongly agreed with the statement "I can ask others for help when I need it."

Student Quote:

"In the last year...I have two teachers...they taught me very well. All that I know now, they teach me. We now work in groups and we work together. When we're together I feel that I am learning more!"