



I CAN Learn[®] Success in California

I CAN Learn[®] Students Outscore Traditionally-Taught Students

Ten schools in Grant Joint Union High School District in Sacramento, California used the **I CAN Learn[®]** Algebra and Pre-Algebra courseware during the 2000-2001 school year. A comparison of math performance of 6,157 students in traditionally-taught and **I CAN Learn[®]** classrooms showed clear advantages for **I CAN Learn[®]** students.

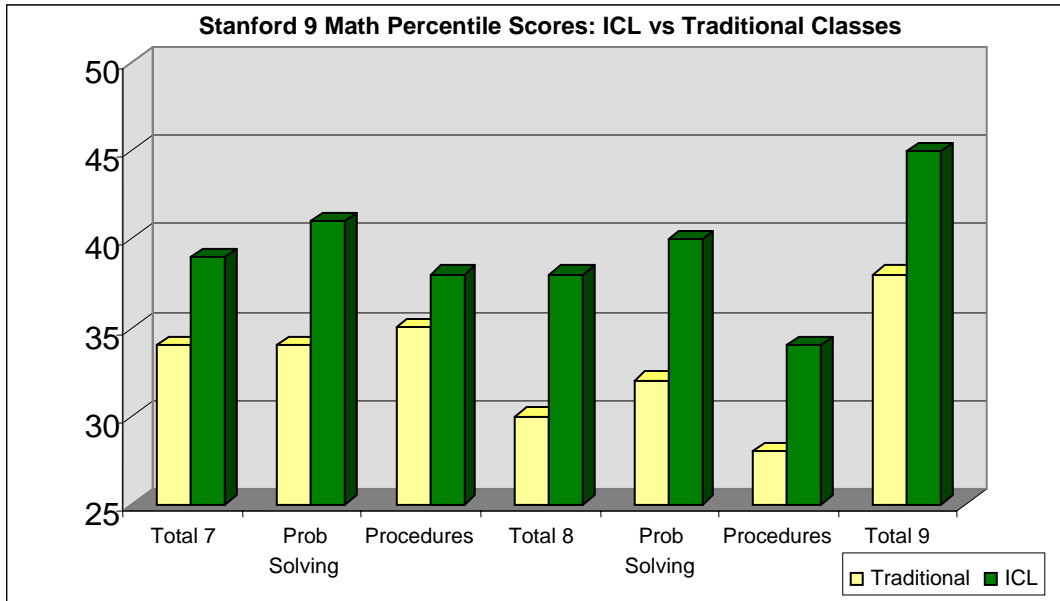


Fig. 1. SAT-9 Math Percentile Equivalent for ICL and Traditionally-Taught Students

As part of a federal grant evaluation, Dr. Jeffrey Oescher of the University of New Orleans examined students' math performance in the Grant Joint Union High School District. Grant Joint Union students who used **I CAN Learn[®]** significantly outscored traditionally-taught students on all measures of math achievement at all grade levels. As seen in Figure 1 (above), the typical **I CAN Learn[®]** student scored five to eight percentile points higher than the typical traditionally-taught student in the Total Math Battery of the SAT-9.

Normal Curve Equivalent (NCE) scores were used in statistical analyses to determine whether score differences were statistically significant. In grades 7 and 8, three separate math scores are reported for SAT-9—Total Math Battery, Problem Solving, and Procedures. In grade 9, only a Total Math Battery is reported. Differences for the 7th and 8th grade "Procedures" subscales, the 8th grade "Problem Solving" subscale, and all three "Total Math" scales were statistically significant; that is, **I CAN Learn[®]** students demonstrated significantly greater computational and problem solving skills than other students. Further, as shown in Figure 2 (at right), these differences were found at all grade levels in which **I CAN Learn[®]** was implemented.

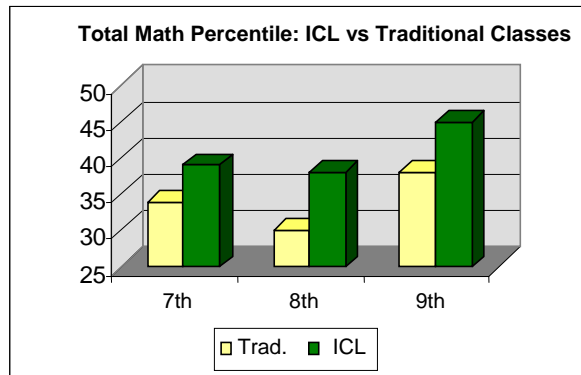


Fig. 2. SAT-9 Math Percentile Equivalent