



I CAN Learn[®] Success in Louisiana

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

Summarized from a report submitted by the Dept. of Educational Leadership, University of New Orleans Cormell Brooks, Ph.D., September 2000

Five Louisiana public school districts and one parochial school participated in the Year 2 evaluation of computer-taught Algebra I. The evaluation is part of an Educational Technology Challenge Grant administered by the United States Department of Education.

For the second consecutive year, Algebra achievement of I CAN Learn[®] students increased to a statistically significant degree when compared to traditionally taught students. Given the evaluation evidence, it can be concluded that I CAN Learn[®] is effective in teaching Algebra skills to students in middle and high school.

Data were collected for students in all computer-assisted and traditionally-taught classes. Student achievement was assessed using the state-mandated exit exam (LEAP) for 8th grade. Other data included measures of time-on-task, student attitudinal input, and teacher interviews. The Louisiana Educational Assessment Program (LEAP) is the criterion-referenced test developed by the Louisiana Department of Education and is administered by local school districts. Highlights of this evaluation follow.

- I CAN Learn[®] is more effective than traditional instruction in preparing 8th grade students for LEAP.
- When comparing 3,079 students' scores, I CAN Learn[®] students outperformed traditionally-taught students by a statistically significant margin. *(See Figure 1)*
- The mean score for the 1,205 I CAN Learn[®] students was 312.32, a passing score. The mean score for the traditionally-taught students was 287.86, a non-passing average.
- School-by-school comparisons revealed that I CAN Learn[®] students outperformed traditionally-taught students in 12 of 14 schools.
- I CAN Learn[®] significantly and positively influences student attitudes toward math. I CAN Learn[®] students' attitudes towards math improved more during the year than did the attitudes of traditionally taught students.
- When asked about teaching in an I CAN Learn[®] classroom, all teachers noted the effectiveness of the individualized instructional approach and mentioned the advantages of self-paced instruction including the ability to engage *all* students. Teachers were pleased that the I CAN Learn[®] classes provided their students the luxury of individualized instruction with teacher facilitation as needed and embraced their changing role as facilitators.
- I CAN Learn[®] student performance exceeds traditionally-taught student performance across levels of poverty and across districts. *(see Figure 2 above)*
- Teachers utilizing the I CAN Learn[®] classroom reported their students felt a sense of ownership of their work and enjoyed the sense of "privacy"—knowing that their work was

monitored only by the teacher and themselves. Increased levels of student motivation, student engagement were also reported.

- The ability to identify groups of students with similar needs and provide focused instruction increased with the I CAN Learn® system.
- Results verify that, after using the I CAN Learn® classrooms and participating in training, teachers feel very comfortable with their use of technology and with their expectations of students using the I CAN Learn® classrooms.
- Teachers reported few problems with the classrooms. When problems did surface, all teachers indicated they were handled promptly and effectively by the technical support staff at JRL Enterprises.

**Figure 1 - LEAP 2000 Math Scores by Class Type
Traditional vs I CAN Learn® classes**

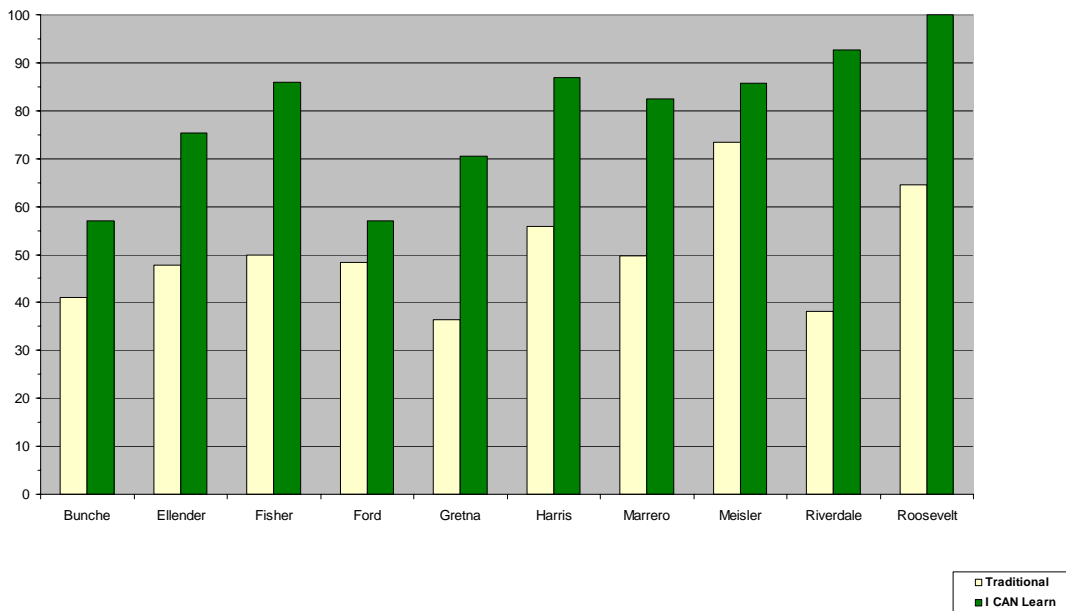
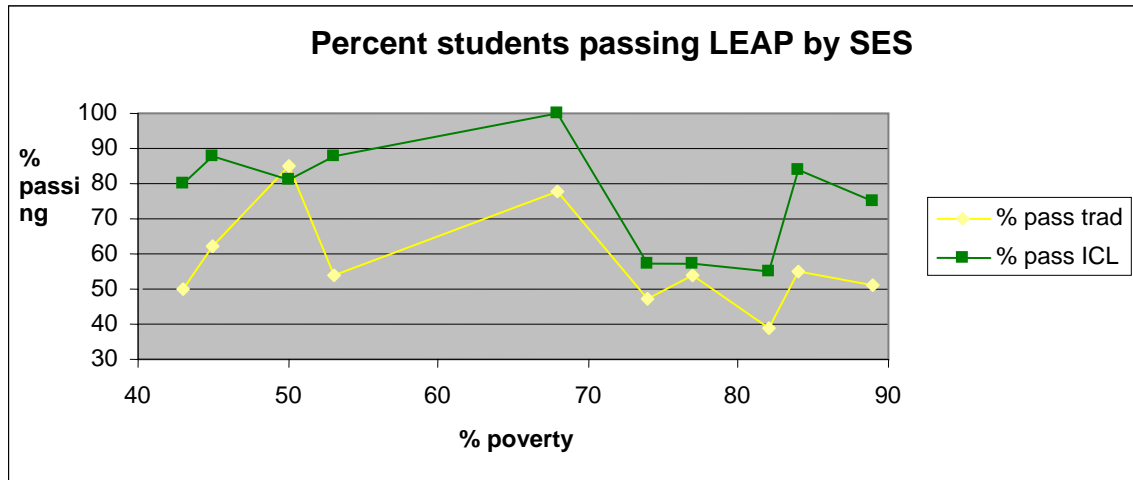


Figure 2 - LEAP passing rate by level of poverty level (SES: Socio-Economic Status)



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