

# APPLICATION NARRATIVE

## PROGRAM EFFECTIVENESS

Our teachers and developers employ proven and verifiable curricula strategies supported by an array of summative studies and textbooks. After reviewing research reports and findings in educational psychology, author Ronald C. Doll suggested in his *In Curriculum Improvement: Decision Making and Process* certain specific criteria be followed in selecting and organizing educational experiences for good curriculum design:

- Select particularized objectives
- Provide opportunities for interrelationship between theory and practice
- Keep students involved
- Structure learning activities
- Use carefully chosen materials
- Provide immediate feedback
- Create an environment that is task oriented but relaxed

These elements are interwoven in the Education 2020 curriculum methodology. Learning activities are carefully structured to reinforce presented theories and facilitate practical application of the material. The student is required to actively participate in the learning experience. Feedback on performance is immediate enabling the student to recognize when and where remediation is needed.

In the report *Implementing the Seven Principles: Technology as Lever (1996)*, Arthur W. Chickering and Stephen C. Ehrmann discuss principles documented as optimal for delivering educational experience through technology. Education 2020's program design incorporates all seven of the research-based and proven effective principles.

- According to the Seven Principles, Good Practice:
- Encourages contacts between students and faculty
- Develops reciprocity and cooperation among students
- Uses active learning techniques
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

Theoretical and empirical rationales behind major elements of the E2020 Virtual Classroom are:

### **Instructional Approach**

It is our philosophy that self-activated learning experiences increase student comprehension. Our Virtual Curriculum Solutions in general and the E2020 Virtual Classroom in particular parlay that assessment into our instruction methodology to deliver individualized learning through technology.

Educational outcomes of students who have utilized the Education 2020 program show clear academic gains in both the In School Lab and Out Of Building (at home) scenarios. For example, students instructed exclusively through our program at the Southwest Secondary Learning Center attained the highest overall test scores within the Albuquerque Public Schools District on the 2002 Terra Nova.

### **Class Size**

The E2020 Virtual Classroom operates as a one-on-one educational experience. The lesson, chapter or course required moves at the rate of individual student comprehension to insure that no child is left behind. In

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Michigan, students employing our system for credit recovery "continuously provided nearly 100% recovery results" per the Warren Consolidated Schools *Final Virtual Learning Report-Pilot Year 1* released August, 2003.

### **Remediation Capability**

Inherent to the traditional learning process is the reality that individuals do not grasp knowledge at the same pace. The E2020 Virtual Classroom enables a student to not only move forward at his own pace, but also remediate through previous demonstrations, activities and lectures to develop a solid understanding of all learning objectives.

Manton Area School District (MI) Superintendent Lon Schneider reports that suspended, expelled and medically challenged students were "re-engaged in meaningful learning at an astounding success rate" with a 95% achievement rate during the 2002 – 2003 school year. MASD has been an Education 2020 client since 1998.

Education 2020 is currently working with Arizona State University and the Northern Arizona University on research into virtual core curriculum development and delivery methods to further improve student comprehension and retention.

Our history always shows academic gains when the Education 2020 program is placed into a facility. We are proud to say some schools utilizing our curriculum as the fundamental core of academics have solidly outperformed other traditional schools.

Prime examples of specific accomplishments of schools using the Education 2020 program include:

### **Southwest Secondary Learning Center (SSLC)**

#### **Albuquerque, NM**

[www.sslc-nm.com](http://www.sslc-nm.com)

February 2001 - Present

This charter school within the Albuquerque Public Schools District was designed around the E2020 Computer Aided Learning Program Software. All 200+ students per school year take all core classes and testing via the E2020 system which is accessible through a 60 computer workstation lab inside the school. Four teachers oversee students and provide assistance and elective courses as needed. Students are enrolled through a lottery with a current waiting list of more than 300 students.

SSLC's achievements have been notable:

- Highest test scores in Albuquerque on the New Mexico Achievement Assessment (Terra Nova)
- Attained status as New Mexico's only public school to be accredited by the North Central Association as "College Preparatory"
- Received third place honors in the National Panasonic Academic Challenge in Orlando, FL during the summer of 2002
- Graduated 20% of the Presidential Scholars awarded in the Albuquerque Public Schools in 2001-2002 school year
- Was asked by the New Mexico Board of Education to develop an alternative education plan to assist state's traditional schools identified as being "in need of improvement"

### **Warren Consolidated Schools (WCS)**

#### **Warren, MI**

June 2002 - Present

WCS issued a Final Virtual Learning Report-Pilot Year 1 on August 14, 2003 detailing the district's experiences utilizing E2020's virtual labs for student credit recovery.

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The report from Lynn Holmes, WCS Director of Virtual Learning, stated the following:

- "The program met the state curriculum requirements, provided for multiple learning styles, centered on performance based learning (vs. seat time learning)."
- "A total of 6 separate pilots were conducted over the 2002-2003 school year. The program continuously provided nearly 100% recovery results for every paid participant. Students were able to recover credits throughout the school year; during the school day, immediately after school, in the evening and during summer school. The major achievement for the district was promoting a performance based learning program that permitted students to work at their own pace. Students continuously praised this particular aspect of the program and cited it as the primary reason for their success. Students in the class that needed more time to complete lessons did not feel embarrassed or conspicuous and students who were capable of working at a faster pace did not feel restrained or encumbered. Students were in charge of their pace, achievement and level of success."
- "Most teachers involved in one or more of the six pilot programs were impressed with student compliance, participation and success. The pilot conducted at Cousino High School was the first stepping-stone to an expanded recovery program in one of the district's high schools. Students who participated in the 2 sessions at Cousino H.S. recovered their lost credit prior to summer school. This program could potentially operate at all high schools and even in middle schools as a supplemental intervention program."

### **YMCA**

**Chandler, AZ** and additional Phoenix area locations

July 2002 - Present

In a partnership with Education 2020, the YMCA Chandler, AZ established virtual learning labs inside various Valley of the Sun YMCA locations to offer the "i-Learn" dropout recovery and at-risk revitalization program.

During the first year of i-Learn:

- The YMCA admitted 119 students, of which 19 left prior to completion of classes.
- Of the remaining 100 students, 99 attained successful completion of coursework while one student has failed a class.
- 75 students are currently enrolled in the program for the 2003-2004 school year.
- According to the YMCA, the initial project phase has proven that low-achieving students can improve their academic performance within an environment offering flexibility of year-round open enrollment and E2020's at-your-own-pace lesson plan.

### **Manton Area School District**

**Manton, MI**

September 1999 - Present

Formerly Superintendent of Pine River School District, current Manton Area Schools Superintendent Lon Schneider contracted with Education 2020 to provide virtual curriculum to suspended, expelled and medically challenged students during the 1998-1999 school year. According to Schneider:

- "Over a five year period, we were able to reach out to and service the at-risk population, re-engaging those students in meaningful learning at an astounding success rate. This program enables school districts to improve offerings and meet increased graduation and testing requirements federally mandated in the No Child Left Behind Act. Beyond that, by enabling these children to succeed, their future success will enrich us all."
- "At Manton, we have used the Computer Aided Learning Program Software curriculum not only to re-engage those students who otherwise may have fallen through the cracks, but also with school-centered learning labs to enhance our own curriculum for the greater school population"

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- "Since 1998, E2020's virtual curriculum has been used by hundreds of Michigan high school students with a nearly 85% success rate early on, climbing to a 95% success rate for students in our labs during the 2002-2003 school year. As for the students learning at home through E2020, last year they achieved 100% completion."

### **Santa Cruz Valley Unified District (SCVUD)**

#### **Rio Rico, AZ**

August 2001 - Present

Rio Rico High School was identified as an Underperforming School by the Arizona Department of Education. Key factors in the rating as stated by the District were poor grades, a high dropout rate and difficulty attracting math and science teachers due to the school's remote location near the Mexican border. The school turned to Education 2020 to provide remedial and credit recovery services via a 12-station ISL beginning in 2001. Results have been noted as:

- Improved performance of the formerly at-risk students participating in the E2020 program led to an immediate and ongoing increase in test scores and grades due to the comprehensive curriculum delivered at the student's own pace.
- Administrators confirm that the progress made toward increasing achievement has enabled the school to take steps toward moving off the state's under-performing school lists.
- Rio Rico now offers E2020 after school sessions for advanced students to share in the benefits of the program.
- Rio Rico has doubled its order of E2020 virtual workstations—a testament to the results consistently delivered.

Based on studies at 5 schools involving over a 1,000 students, E2020 is proven to be effective in improving student achievement as measured by course completion and mastery of state academic standards. The studies have also found that participating students have improved graduation rates and reduced drop outs.

Five letters of recommendation and ten references are contained within **Appendix B**.

## **EVALUATION/MONITORING**

All Education 2020 curriculums can be used to identify student skill level or knowledge gaps and to prescribe an instructional program based on the student's individual needs through curricular testing. Education 2020 program classes enable for student pre-testing of the class, specific topics or lessons to determine student mastery per school guidelines. Through this testing, skill gaps related to state academic standards can be identified. Per the school setup of the testing, if a student shows mastery at the level set by the school, the system will allow the student to progress without taking the comprehended material. Essentially, this forms a class out of the topics, lessons, and assignments of the student's identified knowledge gaps in state academic standards.

Once level of comprehension is identified, the E2020 Virtual Classroom curriculum protocol is set to deliver lessons, chapters, themes or course(s) in totality or tailored to encompass areas in which the student demonstrates need for remediation and comprehension attainment.

Multiple and aligned measures of student performance are applied to everyone. Students are diagnosed continually and provided with additional assistance or enrichment activities.