

Pierre Denize
Title-1 Director
ABC Educate Me

Program Enrollment: 1,920 Students

Growth: From 2 sites to 27 in 3 years

Subject Focus: Mathematics and
Language Arts

Goal: To expand our intervention program beyond 2 sites into additional states, while ensuring AYP outcomes.

Application: Intervention

Customer Background

When we first launched ABC Educate Me, we looked at taking a fresh and innovative approach at Supplemental Educational Services (SES).

We wanted to implement a program that could bring genuine hope to an underperforming child. It had to identify learning gaps across a student's entire learning career and then systematically build lesson plans to facilitate grade recovery. Once grade-level recovery had been achieved, we wanted a program that would offer an ongoing changed learning environment that would continue to build on the improvements made in the grade-level recovery phase.

Essentially, this approach required a detailed one-on-one assessment of every student, starting at their current grade level and then systematically working back one grade at a time until we had a clear understanding of each

student's proficiency in all the different strands of the subject

Once we completed this assessment and identified the student's learning gaps, we then designed an individualized remediation plan for each student. This was then delivered and monitored by each individual's teacher.

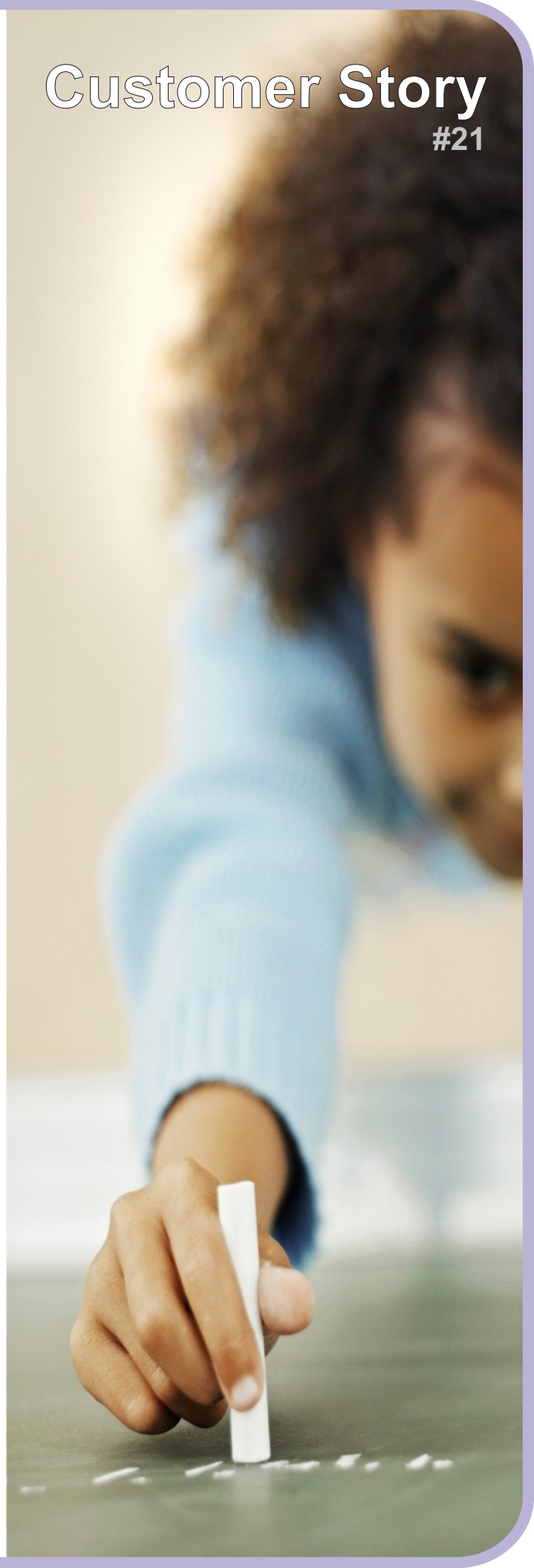
This approach was labor-intensive. It required an inordinant amount of time by qualified teachers for each student. Even though we were achieving significant results, we were facing budget blowouts that threatened the entire program.

By late 2005 the entire program was being weighed down by budget constraints and the inability to expand and duplicate the program beyond our physical reach and presence.


We urgently had to find a solution that could help us.

Customer Story

#21



Xtraordinary Solution

A close-up photograph of a hand holding a white piece of paper. On the paper, there is a student's name and teacher's name written in blue ink, and a date. To the right, a large "A+" is drawn in red marker and circled in red. Below the text, there is some faint, illegible text and a mathematical equation.

NAME: Marina Tabbart
TEACHER: Mrs. Falkenberg
DATE: 23 September 2004

Solution

It was by accident that one of my associates, Dan Mitchell, was introduced to Educational Software Solutions (EDUSS), a company that had recently developed a computer-based Integrated Multi-dimensional Teaching Assistant (IMTA) for use by teachers in schools.

It sounded like this solution could alleviate some of our workload and save our program. We were at such a critical stage that I got on the next available flight to Denver to look at this solution and the possibilities it could provide us. What we found would change our program forever.

The EDUSS solution was designed to be an intelligent assistant to school teachers, providing them with a range of teaching and learning applications. However, the specific application we were interested in was its intervention module. This module would assess students individually, starting at their current enrolled grade level and then automatically adjusting the assessment questions, until it identified the student's actual grade-level proficiency.

This sounded promising and would immediately remove the time consuming task for our staff to manually do one-on-one assessments with every student. That sounded like a dream, but my question was: how accurate would this solution be with the level of student we were accustomed to working with, in some cases students that had little or no understanding of the most basic concepts.

It was around this very question that the solution astounded me. Not only was the EDUSS assessment more accurate than my teacher's; it could be completed in a fraction of the time it took them. The system would automatically identify a student's foundational proficiency for each curriculum strand and then design a specific learning path to bring that student back up to their enrolled grade-level proficiency.

The solution would run a complete automated intervention program with the student, at the student's pace, with an attached instruction module that would intervene at any sign of the student struggling.

We implemented this solution for the first time in 2006 in Maryland. The EDUSS solution has since become the core of our entire program which we have expanded to now service over 1,900 students across 6 states without losing any quality. Generally, students spend 3 months in the EDUSS program working on it for two one-hour sessions per week. On average these students improve at least one grade level. It is now with regularity that we see student's in our RTI program improve from Tier-3 to outperform students in Tier-1.

One of the stories that I love telling is of a mother who brought her daughter to our program as a last resort. Her daughter was failing across all curriculum areas and had been in a Title-1 program for the past 3 years without any improvement. We started Carly on the EDUSS solution under the supervision of our teachers. Once the program accurately identified her learning gaps, it immediately began the process of tutoring her back through each curriculum strand. After one month on the EDUSS solution there was a dramatic shift in her confidence; it was like seeing the birth of a butterfly. Not only has Carly been remediated back up to her grade-level, she has now progressed into the gifted or accelerated group in her class. Carly, like so many others can now look forward to opportunities they probably could only have dreamed of before.

From all my experience in SES, this solution has had the single biggest and most profound impact on intervention over the past 10 years.