SOI® CERTIFIED LEARNING

ANNUAL REPORT

2016 -2017 SCHOOL YEAR

HISTORY

2006

- the Certified Learning concept begins with Dr. Robert Meeker's vision for a program to instruct and document students individually

2007

- the kindergarten curriculum is completed

- the program is piloted in 5 kindergarten classrooms in White Settlement, Texas

2009

- 15 classrooms are added in Texas school districts Sweetwater and Lubbock Cooper

- Sts'ailes Community School adds a classroom in Canada

2013

- the first formal report is released for the 2012-2013 school year

- results show that students mastered 97% of their assigned lessons

- improvements are planned for the 2013-2014 school year

2015

- private tutoring clinics begin using the program with their clients

- the teacher management system is upgraded

- work begins to update and improve all computer modules

2016

- Certified Learning is 10 years old

- updated modules are ready to be released in the fall

- a pilot program will be launched in the fall in 4 kindergarten classrooms at Merkel ISD in Texas

2010

- all 3 grade levels - kindergarten, first, and second - are completed

- schools begin using the program as a supplement to special education

2011

- the online version of the program is launched

- computer modules are revised to better suit the needs of the students

2017

- Certified Learning has been in use for a decade

- the pilot program at Merkel ISD in Texas was a great success

- SOI is grateful for the opportunity to continue serving young students

PROGRAM GOALS

Certified Learning teaches each student individually. It employs a tutorial model of instruction designed for classroom-size groups.

It covers the basic curriculum – reading, math, and science concepts – for the primary grades.

It also teaches foundational abilities and skills that are necessary (but often lacking) for learning the content curriculum.

The overall goal is to optimally prepare each student for the transition to the more advanced curriculum of the middle grades.

PROGRAM DESIGN

Certified Learning is designed to incorporate the principles of tutorial instruction.

CONTINUOUS PROGRESS
Students learn as independently as possible at their own rate.

IMMEDIATE INTERVENTIONS
Students get immediate help when they experience learning difficulties.

CERTIFIED ADVANCEMENT
No progress is made without demonstrating learning. Advancement is conditional on documented mastery of the lesson completed.

PROGRAM OPERATION

The program requires a minimum of one hour per day. During that hour, each student cycles through three different learning centers.

PHYSICAL CENTER
Students learn perceptual skills, body control, and basic concepts taught at a concrete level. Students are taught, individually, in small groups.

WORKBOOK CENTER
Students develop basic skills, acquire fundamental learning abilities, and practice skills application. Student progress is monitored, individually, in small groups.

COMPUTER CENTER
Students are taught by computer-administered lessons. The lessons cover concepts for understanding basic skills and skills application in reading, math, and science.

LESSON DESIGN

Each lesson is designed with these characteristics.

DURATION

Each lesson has an expected (nominal) duration to completion. The expectations are not rigid; they are established as markers for tracking the rate of progress. In the physical center, the duration is set at 10 sessions per lesson. In the workbook and computer centers, it is set at 5 sessions per lesson.

PROGRESS BOOKMARKS

These serve to monitor intra-lesson progress; they are markers for resuming lesson interruptions.

MASTERY TESTS

Upon completion of a lesson, the student is given a pass-fail test of the lesson content. Students do not progress to the next lesson in a given center without demonstrating mastery of the lesson completed.

LEARNING PROBLEM FLAGS

These are contingent on defined conditions – taking excessive time (twice the nominal duration) to complete a lesson; failing a mastery test a second time; or repeated errors within a lesson that impede progress. The teacher is informed of the need to intervene.

LEARNING OUTCOMES

273	18	6	99%
students	classrooms	school districts*	mastery

Out of every 100 lessons assigned, 99 were completed and mastered in the pass-fail tests. Only 1% of the assigned lessons were not mastered.

The 99% that were mastered by all students represents an average of 62 lessons – the equivalent of a full year's curriculum – for each of the participating students.

99%

17,291 INDIVIDUAL LESSONS WERE ASSIGNED TO THE 273 STUDENTS.

17,040 OF THE 17,291 LESSONS WERE COMPLETED AND MASTERED.

* Approximately ½ of classrooms were on free lunch. The regular and free-lunch classrooms were analyzed separately, but the results showed no appreciable difference between the two, so the data are combined in this report.

DEMANDS ON TEACHING PERSONNEL

12,326
of lessons were mastered independently without any problems

4,965
of lessons had problems requiring teacher intervention

INTERVENTION EFFECTIVENESS
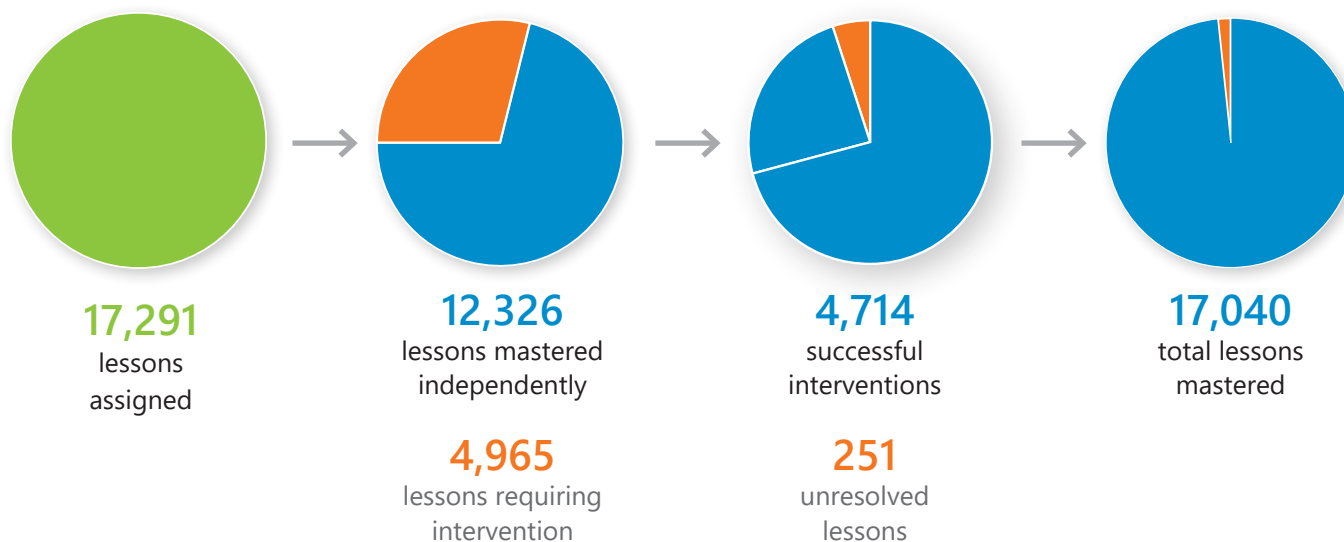
Of the 4,965 lessons requiring teacher intervention...

4,714
of lessons were successfully resolved and mastered

251
of lessons were unresolved by the year's end

LEARNING PROGRESSION & OUTCOMES

17,291
lessons
assigned

12,326
lessons mastered
independently

4,965
lessons requiring
intervention

4,714
successful
interventions

251
unresolved
lessons

17,040
total lessons
mastered

All interventions were accomplished within the classroom without outside referral.

Generally, the interventions were very effective and contributed substantially to the overall 99% successful learning outcome. Next, we consider how efficient the interventions were in terms of days to resolution.

INTERVENTION EFFICIENCY

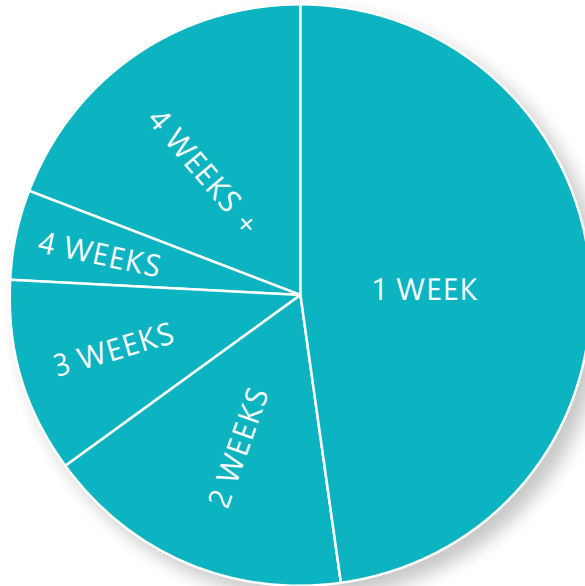The 4,714 successful interventions were solved within the following time frames.

48%
1 week

17%
2 weeks

11%
3 weeks

5%
4 weeks

19%
4+ weeks

A large part the interventions were done efficiently. They were undertaken when needed and resolved within a reasonable amount of time - 65% within two weeks.

There is considerable room for improvement in reducing the time to resolution – 35% required more than two weeks to be resolved. Our goal for the coming year is to substantially reduce the more excessive resolution times.

AREAS FOR IMPROVEMENT

REVISING PROBLEM LESSONS
We can identify the lessons that resulted in the most learning problems across all students. We will revise these lessons in an effort to reduce the lesson-related problems in the future.

REDUCING THE TIME FOR LEARNING PROBLEM RESOLUTION
In the coming year, we will conduct a study aimed at reducing the time in initiating an intervention once a classroom teacher is alerted to an emergent problem. No problem should go unaddressed for more than a day or two.

We will also provide some initial guidance to teachers in formulating interventions for the presenting problems. We will provide standard interventions to accompany the notification of each emergent learning problem.
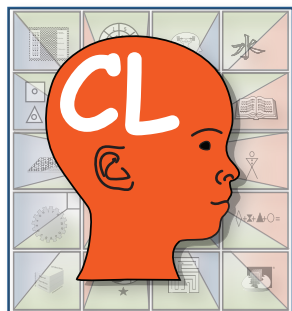
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