



Brings Learning Alive!

Recent Independent Study Shows the Effectiveness of *History Alive!* for Student Achievement

FOR IMMEDIATE RELEASE:

PALO ALTO, Calif.– March 27, 2006 – Teachers' Curriculum Institute (TCI) today announced the findings of a recent independent study showing positive results for students using TCI's *History Alive!* middle school programs. In the research study, conducted in 2005 by the educational research firm Empirical Education Inc. and funded by a grant from the U.S. Department of Education, the positive impact with *History Alive!* programs was particularly strong for emerging readers. The researchers found similar results for English learners.

According to Dr. Denis Newman, president, Empirical Education, "The important finding was that *History Alive!* differentially benefits the students with lower English Language Arts (ELA) scores and possibly those who are learning English. In districts with large numbers of such students, this program may have the effect of reducing the achievement gap while not reducing the achievement of the students already fluent in English or scoring well on the test of English Language Arts."

"We've known that throughout our work in California, *History Alive!* works with all learners – from high achievers to low achievers, high income to low income – our programs prove successful with many diverse learners. What's significant about this study is that the lower scoring students got the most impact from the program. We believe we have a strong solution for reversing the growing achievement gap plaguing the state and this test just verifies what we already believe." said Bert Bower, CEO and Founder, TCI.

"Our hope is that more districts will consider the results of this kind of rigorous effectiveness study when gathering information on which to base their adoption decisions." said Dr. Newman.

The important findings were a result of a year-long scientific research study in the Alum Rock Elementary Union School District (San Jose, CA) – a large, urban district with 80% of the student population classified as economically disadvantaged and 59% of the students designated as English learners. To help in the district's history textbook adoption decision, the district sought to understand and test the effectiveness of the *History Alive!* program in comparison to a traditional textbook-based program. The primary outcome measured was the California Standards Test (CST) for History-Social Science results from 2005. The research used random assignment of teachers and sophisticated statistical analyses that compared the outcomes for groups taught using the *History Alive!* program and others using the district's conventional textbook based methods.

TCI has worked to establish a new standard for teaching across the nation – one that brings learning alive for all learners. Based on the innovative TCI Approach, *History Alive!* has set the bar for revolutionizing the way social studies is taught. Incorporating exciting teaching techniques based on proven research, TCI's programs have been extremely effective in raising student achievement, test scores and a passion for learning with students and educators alike.

About Empirical Education Inc.

Empirical Education was founded to help K-12 school districts, publishers, and the educational R&D community assess new or proposed instructional programs through scientifically based pilot implementations. To get a copy of the complete report, visit www.empiricaleducation.com.

About TCI

Teachers' Curriculum Institute (TCI), makers of *Social Studies Alive!*, *History Alive!*, and *Geography Alive!*, is revolutionizing the way social studies is taught throughout K-12 classrooms. For more information, visit www.teachtci.com.