What does **evolutionary science** have to do with a 9th grader who is failing?
We think a lot.

In a pilot study in the Binghamton school system, we designed a school-within-a-school to serve kids who had failed at least 3 classes the previous school year. The design principles were based on an understanding of group processes that has emerged from years of research on the human social environment, including decision making and learning. Students were randomly assigned to the Regents Academy or a comparison group.

The results were very positive.

Students went from well below proficiency on the state exam to matching their grade cohort across the district. This outcome was very atypical for an educational intervention program, which tend to show some improvement but not as dramatically as this.

Without a framework based on an understanding of the science about human behavior, these results would likely not have occurred. Much of the success of the program is believed to have been the result of designing a setting that is compatible with our social needs as they have evolved over the millennium. While too soon in the process to make a definitive statement about the efficacy of the program, this results shows the possibility of strong results when programs are designed based on our understanding of the evolution of behavior.1

A second proof of concept is being utilized by a private school in Tampa that serves low income youth. They are putting in place many of the key factors identified at our conference in Miami. Called Learning from Mother Nature about Teaching Our Children the publication strips away the scientific jargon and presents the findings from the work of a number of highly regarded researchers.2

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