



Study Ties Student Achievement to Technology Integration

- By David Nagel
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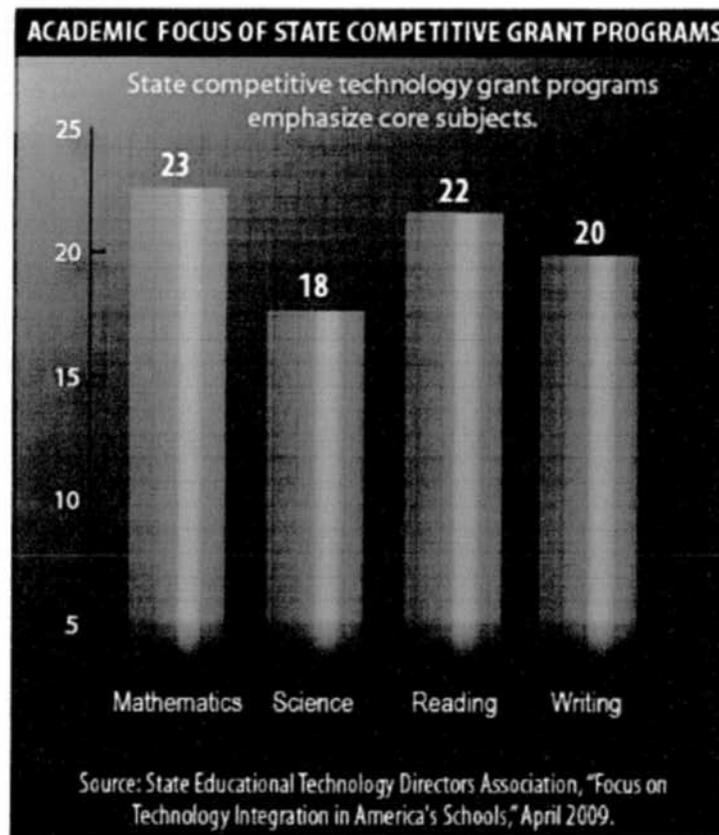
##AUTHORSPLIT##<--->

Technology adoption is on the rise in America's K-12 schools, and it's having a positive impact on learning outcomes. That's one of the findings from a new national trends report released Thursday by the State Educational Technology Directors Association (SETDA).

The report, Focus on Technology Integration in America's Schools, examined programs in all 50 states in which technology was being effectively integrated into the curriculum, focusing on content, curricula, professional development, and assessments, with a particular emphasis on programs benefitting from Title II, Part D ("Enhancing Education Through Technology" or "EETT") funds.

Among the findings, the report showed that in high-need schools, there's been a 31 percent increase in the "innovative use of technology by teachers in core subject areas." What's more, in these schools, the report found significant increases in reading and math achievement (17 percent to 33 percent in reading and 18 percent to 36 percent in math).

In fact, states are focusing heavily on core subjects in their EETT competitive grant programs. Twenty-three states programs focus on math; 18 focus on science; 22 focus on reading; and 20 focus on writing.



The report also saw a 14-point increase in graduation rates, from 66 percent to 80 percent.

"We are very excited by these promising results," said Mary Ann Wolf, executive director of SETDA, in a statement released Thursday. "The report can help guide education leaders and policymakers as they develop programs that will prepare our students for the global workforce. As in business, technology can help develop sustainable programs with short and long-term academic and economic benefits."

Aside from academic improvements related to technology adoption, the study also found:

- Virtual learning options have increased for students;
- Professional development helps prepare educators for technology integration;
- There's an increase in state-coordinated research; and
- Student technology literacy is on the rise.

"Educators are finding that the use of technology increases student engagement and empowers individualized instruction," said John Wilson, executive director of the National Education Association, in a statement released to coincide with the report. "The successes highlighted in the Trends Report show how instructional technology can address teachers' need for engaging curricula, as well as increase access to management and assessment tools to enhance the way students learn and teachers teach."

Further information, including an executive summary and a complete copy of the report in PDF format, can be found on SETDA's site [here](#).

About the Author

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Renaissance Learning Tops List of Scientifically Research Based Programs

7 Peer-Reviewed Journals Support Effectiveness of Reading and Math Renaissance

MADISON, Wis. (November 12, 2002) Two more research studies on the Math Renaissance® program, conducted by Professor Jim Ysseldyke at the University of Minnesota, have been accepted and are currently in press. One will be published in the **Journal of Education for Students Placed at Risk** and another in the **Journal of Educational Research**.

Including the article published in the **Journal of School Psychology** in 2001, this will make the third peer-reviewed journal article Professor Ysseldyke has published on Math Renaissance®.

* (See study titles next page.)

Ysseldyke's most recent study entitled "Differentiating Math Instruction" was released last month. Results from the large-scale, national study show how the curriculum-based instructional management system, Accelerated Math®, combined with Renaissance teaching techniques, significantly improved math performance for students in grades 3–10.

Renaissance Learning now has 93 independent research studies and 17 internal studies confirming that students' reading and math abilities improve significantly with the use of Reading Renaissance® and Math Renaissance.

The research consistently demonstrates that Renaissance programs enable teachers to personalize instruction and accelerate reading and math growth for all students of all ability levels while saving time and paper work.

The ongoing student assessment combined with strong research and development puts Reading Renaissance and Math Renaissance in perfect alignment with the requirements of The No Child Left Behind Act.

(Journals listed next page)

Ysseldyke, J.E., R. Spicuzza, S. Kosciolik, & C. Boys. "Changes in Mathematics Achievement and Classroom Structure in 4th and 5th Grade Classrooms Resulting From Implementation of a Learning Information System." *Journal of Educational Research*, in press.

Ysseldyke, J., R. Spicuzza, S. Kosciolik, E. Teelucksingh, C. Boys, & A. Lemkuil. "Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools." *Journal of Education for Students Placed at Risk*, in press.

Spicuzza, R., J. Ysseldyke, A. Lemkuil, S. McGill, C. Boys, & E. Teelucksingh. "Effects of Curriculum-Based Monitoring on Classroom Instruction and Math Achievement." *Journal of School Psychology* 39, no. 6 (2001).

Topping, K.J., & T.D. Paul. "Computer-Assisted Assessment of Practice at Reading: A Large Scale Survey Using Accelerated Reader Data." *Reading and Writing Quarterly* 15, no. 3 (1999).

Vollands, S.R., K.J. Topping, & R.M. Evans. "Computerized Self-Assessment of Reading Comprehension With Accelerated Reader: Action Research." *Reading and Writing Quarterly* 15, no. 3 (1999): 197-211.

Topping, K.J., & W.L. Sanders. "Teacher Effectiveness and Computer Assessment of Reading: Relating Value-Added and Learning Information Systems Data." *School Effectiveness and School Improvement* 11, no. 3 (2000): 305-337.

Peak, J.P., & M.W. Dewalt. "Reading Achievement: Effects of Computerized Reading Management and Enrichment." *ERS Spectrum* 12, no. 1 (1994): 31-35.

Renaissance Learning™, Inc., is a leading provider of research-based learning information systems software, school improvement programs, teacher training, and consulting. The Company's learning information systems software products give students and teachers continuous constructive feedback that helps motivate students, dramatically accelerate learning, improve test scores, and help students master all standards, while reducing teacher paperwork. Adopted by over 62,000 schools, these software products are among the most popular in schools nationwide, including Accelerated Reader®, Accelerated Math®, Fluent Reader™, and STAR Early Literacy®. The Company's Renaissance™ school improvement process has been adopted by school districts across the country, and over 400,000 pre-K-12 educators have received Renaissance training. The Company also provides electronic assessment products and services to educational publishers, and sells enterprise software for training and knowledge management. The Company has six U.S. locations and subsidiaries in Australia, Canada, India, and the United Kingdom.

This press release contains forward-looking statements made pursuant to the safe harbor provision of the Private Securities Litigation Reform Act of 1995, including statements regarding future financial and operating results, and the introduction of new products and services. Any such forward-looking statements may involve risk and uncertainties that could cause actual results to differ materially from any future results encompassed within the forward-looking statements. Factors that could cause or contribute to such differences include those matters disclosed in the Company's Annual Report on Form 10-K, quarterly reports on Form 10-Q and the Company's other Securities and Exchange Commission filings which factors are incorporated herein by reference.

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