2008
SETDA's
National Trend Report Highlights







Focus on Technology Integration in America's Schools

SETDA

STATE EDUCATIONAL TECHNOLOGY DIRECTORS ASSOCIATION

A report from all 50 states and DC regarding NCLB's Title II, Part D Enhancing Education Through Technology (EETT) Program

www.setda.org

Study conducted in part by the Metiri Group.

SETDA annually conducts a state-by-state survey and creates the National Trends report. The report is intended to inform national policymakers on the progress of state education agencies (SEAs) and local education agencies (LEAs) in achieving NCLB IID goals, as well as to provide SEAs and LEAs with current information on the strategies and tactics other states and school districts are using to get results. This pamphlet highlights the major findings from Round 5 (FY06) in SETDA's 2008 National Trends Report. To view the full 2008 report and the full 2004-2007 reports please visit: http://www.setda.org/web/guest/nationaltrendsreport.

The findings in the Round 5 report are based on surveys from 50 states and the District of Columbia, representing 15,972 LEAs and the federal NCLB IID dollars allocated across the United States in FY06. In Round 5, the respondent states and the District of Columbia awarded 1,094 competitive grants and 11,407 formula grants that together with the funds allocated for SEA program administration (5% or less) represent $253 million in funds expended at the state education agency (SEA) level. (Note: That figure does not include the U.S. territories' allocations for NCLB IID.)

This year's National Trends Report is about scaling back, prioritizing, researching, leveraging, and expanding successful practices. With funding cut from $461 million in Round 4 (FY05) to $253 million in Round 5 (FY06), states found it necessary to make hard choices about priorities. Most states concentrated on professional development and leadership, as these were recognized as the elements of school programs that have the most sustainable effects. In addition, states focused on specific programs, ratcheting up the fidelity of program implementation and with it, the effectiveness of the program.

The major trends identified in the 2008 National Trends Report include:

The Cuts to NCLB IID Funding Go Deeper

For the first few years of the NCLB IID program, funding was stabilized at approximately $600 million annually (for the 50 states and the District of Columbia). However, beginning in FY05 that level was reduced significantly by Congress, resulting in a 60% reduction from FY04 to FY06.

Academics Continue To Be Top Priority for NCLB IID

Throughout the history of the NCLB IID program the LEA competitive grants have strongly emphasized student outcomes in mathematics and literacy. In Round 5 grantees increased the emphasis on mathematics, continued the emphasis on literacy, and added a strong emphasis in science.

State Policies Scale Effective Practices

States are increasingly offering LEAs opportunities to adopt fully developed programs that have been shown to work, when implemented with fidelity.

Progress Through Leadership and Professional Development

With funds severely cut from previous years, states see effective professional development models and leadership as the key to advancement of the NCLB IID program goals.

Leveraging Data-Informed Decision Making

States are building the capacity of schools to make data-informed instructional decisions.

State Reports: SETDA also provides Individual State Profile Reports at **www.states2.metiri.com** and a State Technology Funding Report available at www.setda.org

Scientifically-Based Research on EETT Programs

Recently, the ten Evaluating State Educational Technology Programs (ESETP) grantees completed their research and submitted final data and reports to the Department of Education. This scientifically-based research was funded and guided by the U.S. Department of Education and built capacity in states and districts to conduct research and provided some very important findings for education. You can find more details on the following findings and studies at http://www.setda.org/web/TAPP/home:

North Carolina: In North Carolina, several high poverty elementary and middle schools implemented the IMPACT systemic reform program. The model involves using technology in the teaching of core curricular areas to improve student achievement, utilizing technology coaches and school library media specialists for on-going professional development, as well as learning 21st Century Skills. In a four year study, students in the high need schools with the IMPACT program have demonstrated that they are 33% more likely to improve one full grade level each year than the control/comparison schools. Student achievement is consistently higher in the IMPACT schools, and teacher retention is 65% higher with this program. College-going rates in Greene County High School, with a modified IMPACT model, increased from 26 to 84% in five years. http://www.ncwiseowl.org/Impact/

Texas: In Texas, the Technology Immersion Pilot (TIP), implemented in middle schools, demonstrated that discipline referrals went down by over ½ with the changes in teaching and learning; while in one school, 6th grade standardized math scores increased by 5%, 7th grade by 42%, and 8th grade by 24%. A recent article succinctly highlights the results in two districts: http://www.thejournal.com/articles/20931_1. The evaluation site is: http://www.etxtip.info/, and the program site can be found at: http://www.txtip.info/.

Maine: Maine Learning Technology Initiative (MLTI) — An examination of scores from the writing proficiency portion of the Maine Educational Assessment (MEA) from the years prior to the implementation of the MLTI to the most recent available data shows a marked increase in student writing scores. Prior to MLTI (2000), 29.1% of 8th grade students met the State's writing proficiency standard. In 2005, after the 4 full years of implementation of the MLTI, 41.4% of 8th graders met the State's writing proficiency standard. (pg 7 Silvernail & Gritter). A deeper look at the data showed that among students that did not use technology in the writing process, only 21% met the writing proficiency standard as compared to 43.7% of 8th grade students who did use technology in the writing process. For a copy of the research, please visit http://www.usm.maine.edu/cepare/.

West Virginia: In West Virginia, students receiving access to on-line foreign language courses performed at least as well as those in face-to-face versions of the classes, providing comparable high quality instruction for those in rural areas who otherwise would not have access to such courses.

Iowa: In Iowa, after connecting teachers with sustainable professional development and technology-based curriculum interventions, student scores increased by 14 points in 8th grade math, 16 points in 4th grade math, and 13 points in 4th grade reading compared with control groups.

Competitive Grants
The Academics: High Quality Curriculum

Forty-two of the 50 states and D.C. (81%) guided their LEAs' use of competitive grant funds by establishing programmatic priorities to increase achievement of NCLB IID goals. In alignment with the NCLB IID goals, states focused their competitive Requests for Proposal (RFPs) on the academic areas of Mathematics (65%), Reading (46%), Science (38%), and/or Writing (38%). Compared to Round 4, emphasis on both Mathematics and Science increased by at least 10%.

> ***"Imagine a class filled with engaged learners, all with their own laptop, exploring, researching, synthesizing, and creating authentic products that reflect their understanding of the world around them." -Georgia***

Utah, Missouri, and Maine: In Utah, Missouri, and Maine, the eMINTS program provides schools and teachers with educational technology tools, curriculum, and over 200 hours of professional development to change how teachers teach and students learn. In classrooms in the same school (one with eMINTS and one without), the student achievement of students in the eMINTS classroom was repeatedly over 10% higher than the control classroom. The following link provides a strong overview of the program: http://www.emints.org/, and http://www.emints.org/evaluation/reports/ shares several reports in the 8 years of eMINTS implementation. We have additional data from Utah that has found very similar results.

Louisiana: The Algebra I Online project provides Louisiana students with a certified and qualified Algebra I instructor, and a high-quality Algebra I curriculum, through a yearlong web-based course. The project targets schools with Algebra I being taught by an uncertified mathematics teacher. The program continues to positively impact student achievement and instructional strategies of teachers seeking mathematics certification. Longitudinal data showed that 100% of the study groups' students scored basic or above on the state's 8th grade high stakes test. Two years later, on the state's high stakes 10th grade Graduate Exit Exam, 65% of the same study participants scored basic, 14% scored mastery, and 14% scored advanced.

New Jersey: The Math Achievement To Realize Individual eXcellence (MATRIX) grant program (2004-2007) was designed to increase student achievement in mathematics in grades 6 through 8 by providing classroom teachers with ongoing professional development and in-class support that focuses on integrating technology into the curriculum and instruction. Final evaluation results are not yet available, but in one district, Wharton Borough Public Schools, the percentage of students scoring in the GEPA Mathematics (state standardized test) proficient ranges increased to the highest percentage in the district's history (69.8%).

North Dakota: Kulm High School has implemented handheld computers and software which allows teachers to interact with every student in the room at the same time, by creating a "chat room" like environment. Teachers and students interact via the handhelds throughout the school day. Teachers are able to push out assignments and collect assignments electronically. The administration reports that discipline is better; grades are higher (fewer deficiencies were issued); and students are retaining what is taught, according to the scores on the state assessment and online assessments that are conducted twice during the year. Since receiving a competitive grant from the Title II Part D program, this school was named a No Child Left Behind - Blue Ribbon School as a result of the strides they have made in the area of increasing student achievement.

Pennsylvania: A study was conducted comparing the achievement levels of students within the School District of Philadelphia enrolled in schools using an Instructional Management System in comparison to a matched set of students in schools not yet using the IMS. Results showed significantly steeper learning trajectories over a three-year period in the treatment group in comparison to the control group in mathematics and reading/language arts.

Sustainable Professional Development

"Given the life styles and work culture of our teachers, any successful professional development program must include a variety of delivery methods: face-to-face, online (anytime, anywhere), IVC, or blended models." - North Carolina

New York

In New York City's Region 5, through professional development workshops and in "in-push" support, technology staff developers mentored teachers in their classrooms. As a result, by the third year of the project there was a growing focus on how technology could reinforce or deepen the teaching of content. This was evidenced by a significant increase in the quality and quantity of student projects. Additionally, targeted schools and classrooms demonstrated the largest continued academic growth within the NYC school system in the areas of ELA and Math over a period of 3 years.

Ohio

Madison Elementary School, located in Sandusky, Ohio, was in Academic Watch having met just 3 of 14 state indicators. School administrators selected a learning management system, web-based software that aligned with their technology and Continuous Improvement Planning goals to promote high student achievement. Madison's project team collaborated with the curriculum and tech directors to create a professional development plan based on staff and student needs. Evidence of success was provided in the Ohio NCLB IID State Evaluation Report conducted by the University of Akron. The data for 2005-06 to 2006-07 in 3rd grade Mathematics cited a 22.2% academic growth, and for 6th grade Mathematics a 28.4% academic growth for Madison Elementary.

Virginia

Virginia's Instructional Technology Resource Teacher Program. The NCLB IID program has increased the number of instructional personnel integrating technology into instruction and raised awareness among school administrators regarding the value technology adds to the instructional process. Virginia public school divisions employ instructional technology resource teachers at a ratio of 1 teacher per 1,000 students. These instructional technology resource teachers work directly with instructional personnel who have received NCLB IID-funded training on integrating technology into instruction. In 2006, the Virginia Department of Education commissioned a study that examined the relationship between the instructional technology resource teacher program and levels of technology practiced in schools, impact of the instructional technology resource teacher program on classrooms and teachers, and impact of the instructional technology resource teacher program on students. The results indicate major improvements occurred in 32 % of the subject areas tested by the Standards of Learning tests, most dramatically in English reading. With NCLB IID funds, professional development of instructional technology resource teachers will continue.

Table 1. Educational Technology State Grants, in Millions

States	Round 1 FY 2002	Round 2 FY 2003	Round 3 FY 2004	Round 4 FY 2005	Round 5 FY 2006	Percentage Decrease (Rounds 1-5)
Alabama	$8.8	$9.7	$9.9	$7.2	$4.1	-53.4%
Alaska	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Arizona	$10.1	$9.7	$12.2	$9.3	$5.3	-47.5%
Arkansas	$5.5	$5.5	$6.1	$4.6	$2.5	-54.5%
California	$85.1	$90.0	$93.3	$65.6	$35.0	-58.9%
Colorado	$5.6	$5.5	$5.9	$4.5	$2.6	-53.6%
Connecticut	$6.2	$5.2	$5.5	$3.8	$1.9	-69.4%
Delaware	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
District of Columbia	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Florida	$28.3	$29.2	$30.9	$22.8	$13.4	-52.7%
Georgia	$18.6	$18.6	$20.2	$15.2	$8.4	-54.8%
Hawaii	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Idaho	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Illinois	$25.5	$25.9	$27.6	$19.9	$11.0	-56.9%
Indiana	$9.0	$7.8	$8.6	$6.4	$3.8	-57.8%
Iowa	$3.5	$3.2	$3.3	$2.4	$1.3	-62.9%
Kansas	$4.3	$4.7	$4.2	$2.9	$1.6	-62.8%
Kentucky	$8.8	$8.6	$8.9	$7.0	$3.7	-58.0%
Louisiana	$11.5	$14.2	$14.3	$10.4	$5.7	-50.4%
Maine	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Maryland	$9.1	$8.1	$8.8	$6.4	$3.5	-61.5%
Massachusetts	$12.8	$14.2	$11.1	$8.3	$3.9	-69.5%
Michigan	$24.3	$20.5	$21.0	$15.9	$8.6	-64.6%
Minnesota	$6.6	$6.1	$5.0	$3.9	$2.2	-66.7%
Mississippi	$6.1	$8.3	$8.3	$6.1	$3.4	-44.3%
Missouri	$9.3	$9.6	$8.1	$7.1	$3.8	-59.1%
Montana	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Nebraska	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Nevada	$3.1	$3.2	$3.5	$2.6	$1.6	-48.4%
New Hampshire	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
New Jersey	$15.0	$14.0	$13.5	$9.8	$5.3	-64.7%
New Mexico	$4.9	$5.8	$6.2	$4.0	$2.3	-53.1%
New York	$60.9	$64.9	$65.7	$45.1	$24.6	-59.6%
North Carolina	$12.7	$14.7	$14.4	$10.8	$6.0	-52.8%
North Dakota	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Ohio	$19.0	$21.0	$20.0	$13.5	$8.0	-57.9%
Oklahoma	$7.1	$6.6	$7.4	$5.1	$2.8	-60.6%
Oregon	$5.5	$6.3	$7.0	$4.5	$2.7	-50.9%
Pennsylvania	$22.8	$23.4	$22.2	$17.7	$9.9	-56.6%
Rhode Island	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
South Carolina	$8.4	$8.7	$8.8	$6.6	$3.7	-56.0%
South Dakota	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Tennessee	$8.3	$10.3	$10.7	$7.6	$4.2	-49.4%
Texas	$50.7	$55.8	$59.4	$44.0	$24.1	-52.5%
Utah	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Vermont	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Virginia	$10.4	$9.9	$10.3	$8.1	$4.2	-59.6%
Washington	$8.3	$8.3	$9.0	$6.5	$3.6	-56.6%
West Virginia	$4.5	$5.1	$5.0	$3.9	$2.0	-55.6%
Wisconsin	$8.5	$7.5	$8.4	$5.9	$3.1	-63.5%
Wyoming	$3.1	$3.2	$3.3	$2.4	$1.3	-58.1%
Total	$595.6	$618.1	$634.2	$461.4	$253.3	-57.5%

*Totals do not include allocations to U.S. Territories. (NOTE: Subtotals and totals are summed from exact figures, and then rounded.)
Source: http://www.ed.gov/about/overview/budget/statetables/08stbyprogram.pdf