



901 Deming Way • P.O. Box 45016 • Madison, WI 53744-5016

NEWS RELEASE

Contact: Sheila Wenz
(800) 200-4848 Ext. 2310
Fax (608) 664-3882
Email- pr@renlearn.com

All Renaissance Solutions Meet the Requirements of the **No Child Left Behind Act**

9th and 10th Peer-Reviewed Studies to be Published on Renaissance Learning *Journal for Education of the Gifted* and *Preventing School Failure* to publish articles on benefits of Accelerated Math®

MADISON, Wis. (September 17, 2003) Two more peer-reviewed journals will be publishing articles on the positive effects of using Accelerated Math. This brings the number of peer-reviewed studies on Renaissance Learning programs to 10, five on Reading Renaissance® and five on Math Renaissance®.

Peer-reviewed journals publish only the highest caliber research. The peer-review process is very rigorous, taking a year or longer to complete.

The most recent study, "Use of an Instructional Management System to Enhance the Math Instruction of Gifted and Talented Students," will be published in the *Journal for Education of the Gifted*. It was conducted by Dr. Jim Ysseldyke at the University of Minnesota to evaluate the effect of a self-directed mathematics program on the math achievement of students who are gifted and talented (GT).

The instructional management system Accelerated Math, was used to assign instruction, monitor student progress, and provide teachers with the information they need to differentiate math instruction for GT learners. The results of the study showed that GT students whose teachers used Accelerated Math significantly outperformed the GT students who participated only in the standard curriculum.

The second study, also conducted by Ysseldyke and entitled "Use of an Instructional Management System to Improve Mathematics Skills for Students in Title I Programs," will be published in the journal *Preventing School Failure*. This study is the tenth peer-reviewed article published on Renaissance Learning programs.

In this study, Accelerated Math was used to enhance the mathematics instruction of third-through sixth-grade Title I and non-Title I students and compared them to Title I and non-Title I students not using Accelerated Math. The study concluded that Title I students who participated in the instructional management system significantly outperformed those who did not.

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