



## NEWS RELEASE

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

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## NYC Math Program Works Better with Accelerated Math

*“Journal of Education for Students Placed at Risk” publishes article on benefits of Accelerated Math used with Everyday Math in Urban Schools*

MADISON, Wis. (June 17, 2003) More than two-thirds of students living in low-income areas have not demonstrated basic levels of math achievement, and teachers in these areas are confronted with the difficult task of meeting the needs of an increasingly academically diverse population of urban students.

This is one of the reasons School Chancellor Joel Klein adopted the citywide math curriculum, Everyday Math in January 2003. Everyday Mathematics is a comprehensive pre-kindergarten through 6th grade math curriculum developed by the University of Chicago.

In the recently published study, *Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools*, conducted by Professor Jim Ysseldyke at the University of Minnesota, 3<sup>rd</sup>-5<sup>th</sup> grade students who used Accelerated Math® along with Everyday Math outperformed students who used the Everyday Math curriculum without AM supplementation.

Accelerated Math software provides daily, personalized math practice for students. The program then corrects their work, stores all results, and provides multiple reports to foster data driven decision-making.

“Overall, the findings of this study demonstrate positive outcomes for students enrolled in classrooms where teachers used the AM software,” reports Professor Ysseldyke. “In fact, students enrolled in classrooms where teachers implemented the AM intervention to a greater degree benefited the most.”

The study focuses on students in an urban setting and compares students of different achievement levels. Its purpose was to examine the effect of adding the

curriculum-based management system, Accelerated Math to the core math instructional program, Everyday Math. The study is quasi-experimental and meets the strictest federal definition of scientifically research based.

This is the third peer-reviewed journal article on the positive effects of using Accelerated Math, making this the eighth peer-reviewed study published on Renaissance Learning programs.