

NEWS RELEASE

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States Invest Heavily in Data Systems, But Have a Long Way To Go Before Achieving “Data-Driven” Instruction, Report Finds

*Research Center Grades the States on School Tech:
West Virginia Leads Nation With an “A,” Nevada Trails With a “D-”*

WASHINGTON – May 4, 2006 – While the No Child Left Behind Act has touched off a boom in school data collection, much work needs to be done before the vast amounts of student information can be harnessed to improve learning, according to *Technology Counts 2006: The Information Edge: Using Data to Accelerate Achievement*, a new report from *Education Week* and the Editorial Projects in Education (EPE) Research Center.

The report is based on a systematic analysis by the EPE Research Center of the structure and quality of states’ computerized data systems, and how those systems are being used. It comes at a time when states are under tremendous pressure to get technology systems and access to data up and running as genuinely useful tools to accelerate student learning on a broad scale.

In a survey of state education officials conducted for the report, the EPE Research Center finds that despite the federal government’s push to make data central to instructional decisions, states are still far away from putting their electronic information into a form that local educators can easily use. Highlights of the survey’s findings include:

- ü **Test Results:** Just 28 states and the District of Columbia provide current state assessment results to educators through a centralized information system. Of those, five do not include additional information on how well students performed on various test sections or questions. In addition, nearly half of all states (24) do not provide access to students’ test performance over time through a Web portal or other data tool.
- ü **School-Level Analysis:** Two-thirds of states provide educators with access to interactive databases through which they can analyze school-level information, but only 20 states have data systems that allow educators to compare their own schools with others that have similar characteristics.
- ü **Keeping Track:** Though a majority of states now have “identifiers” that track individual students and teachers, only five states have advanced data systems for both students and teachers, as well as the ability to link information from those two systems. As a result, many states may be able to follow students’ academic progress, but may not have the capacity to identify which teachers have increased student performance over time.

“Fields from health care to finance have revolutionized how data is used to improve performance,” said Virginia B. Edwards, the editor and publisher of *Education Week* and *Technology Counts 2006*.

“While progress has been made in bolstering computerized data systems in K-12 education, states are not consistently making the critical connection between information and learning.”

For all the effort to collect, manage, and analyze data, the EPE survey finds that only 26 states and the District of Columbia provide teachers with training in using data to shape classroom instruction, while 25 states and the District offer guides to educators on how to interpret data. The survey also finds that educators in less than half the states (22 and the District of Columbia) have centralized access to key information about students’ demographic backgrounds and participation in programs such as special education, classes for English-language learners, or free and reduced-price lunch.

“Data alone cannot make a difference in learning unless it is collected, shared, and used effectively,” said Christopher B. Swanson, the director of the EPE Research Center. “Right now, educators in 15 states have no more information or analysis than is available to parents and the general public. States have made significant progress on technology, but need to find ways to get more of the most useful information into the hands of educators.”

Report Cards: Grading the States

For the first time ever, *Technology Counts* issues letter grades for all 50 states and the District of Columbia, ranking their efforts to improve access to and use of school technology and the ability of teachers to use it more effectively.

While the nation earned an overall grade of C-plus, West Virginia, and Virginia earned the highest marks, with grades of A and A-minus, respectively. At the opposite end of the spectrum, a small group of states is lagging behind. Minnesota, Oregon, and Rhode Island all received an overall D grade, while Nevada ranked last in the nation with a D-minus.

Grades are based on where states stand in three core areas of state policy and practice, including access to instructional technology, use of technology, and capacity to effectively use technology. They are contained both in the print version of the report and in new online-only *State Technology Reports* created by the EPE Research Center. Those embargoed reports, which contain a range of data on each state, will be online at www.edweek.org/techcounts06/ at 10 a.m., Friday, April 28. The full embargoed report will be online at 8 a.m. ET, Wednesday, May 3.

Technology Counts 2006 also follows states’ progress on a range of school technology indicators that track everything from computer-based testing to technology requirements for teachers and administrators. Key trends and findings from the report include the following:

- ü **Educator Know-How:** Only 21 states require that teachers take one or more technology courses or pass a technology test before they can receive an initial teaching license. And just nine states have comparable requirements for school administrators.
- ü **Student Savvy:** Forty-seven states and the District of Columbia have academic standards for what students should know about technology, but just four of those states actually test students’ knowledge in that domain.
- ü **Virtual Learning:** In the 2005-06 school year, 21 states and the District of Columbia offered computer-based tests, up from 16 in 2004-05. Also, 22 states had established statewide virtual schools, and the number of states with cyber charter schools grew to 16.

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The EPE Research Center is the research division of the Bethesda, Md.-based nonprofit Editorial Projects in Education. The Research Center conducts annual policy surveys and collects data for the *Quality Counts* and *Technology Counts* annual reports, and the Education Counts online database. It also contributes research and data to special reports in *Education Week*, *Teacher Magazine*, and edweek.org. The EPE Research Center is on the web at www.edweek.org/rc.

**NATIONAL CONFERENCE CALL
RSVP FAX-BACK FORM**

Education Week's Technology Counts 2006
The Information Edge: Using Data to Accelerate Achievement

**A national conference call for reporters will be held at
11:00 Eastern on Wednesday, May 3, 2006.**

Participants will include Christopher B. Swanson, Research Center Director;
Caroline Hendrie, Project Editor and EPE Research Center Staff

**To RSVP please contact Kristen Lee by email at klee@commworksllc.com,
or complete this form and fax it to 202-315-3980.**

PLEASE PRINT

NAME: _____

AFFILIATION: _____

TELEPHONE: _____

EMAIL ADDRESS: _____

- YES**, I would like to participate in the national conference call at 11:00 Eastern on Wed., May 3, 2006.
- NO**, I cannot participate in the national conference call, but would like to speak with *Technology Counts* experts about the report at another time.

Technology Counts 2006

Available on edweek.org

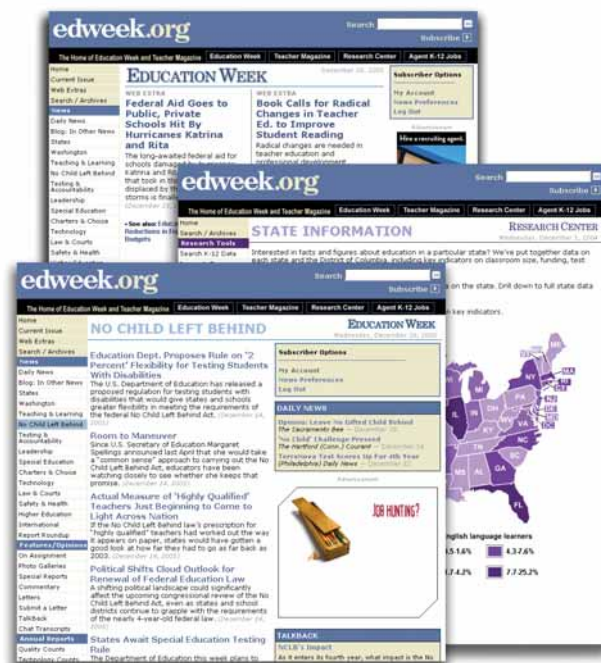
Education Week is releasing *Technology Counts 2006* both in print and on the Web at 12:01 AM EST, Thursday, May 4. The full report, including charts and state-by-state tables, will be available online at www.edweek.org/techcounts06.

Presented in an attractive and easy-to-navigate format, the online version of *Technology Counts 2006* includes new features to help users get the most out of the report's rich content. This year's report, for instance, offers online-only analyses about educational technology in each state. In addition, all of the state data tables are provided in Excel and PDF (Printable Document Format) versions. Plus, for the first time, states are graded on key technology indicators, and the online version of the report includes an interactive map detailing each state's grades on those indicators.

Technology Counts 2006 is located at www.edweek.org/techcounts06

Visit the **EDUCATION WEEK RESEARCH CENTER** online
www.edweek.org/rc

- ▶ **Education Counts** - More than 250 state-level K-12 education indicators from **QUALITY COUNTS** and **TECHNOLOGY COUNTS**, and other sources, some of which have been tracked for a decade
- ▶ **State Info** - Key statistics from across the states on achievement, funding, class size, and more
- ▶ **Issues A-Z** - Brief, research-based background essays on issues from technology to teachers, with links to additional resources
- ▶ **Special Reports** - Research and analysis on governors' education agendas, college readiness, foreign language education, and NCLB, plus the annual reports **QUALITY COUNTS** and **TECHNOLOGY COUNTS**
- ▶ **Chats** - Transcripts of our live Web chats, featuring leaders in education discussing key policy issues with our online audience



Access the Education Counts database to build custom tables, charts, and maps using **TECHNOLOGY COUNTS 2006** data!

Access to Data and Analytical Tools

	EDUCATOR ACCESS TO DATA AND TOOLS			EDUCATOR ACCESS TO STUDENT-LEVEL DATA		
	The state provides educators with access to school performance data and analysis tools (2005-06):			State provides educators with access to different types of student-level data through a centralized portal or system (2005-06):		
	Interactive school-level database for analysis	Interactive data system to compare own school to similar ones	Educators can access more data and analysis tools than the public	Student demographics	Program participation	Current state assessment results
Alabama			✓			
Alaska	✓		✓	✓	✓	✓
Arizona	✓		✓			
Arkansas	✓	✓	✓	✓	✓	✓
California	✓	✓	✓			
Colorado	✓	✓	✓			
Connecticut	✓	✓	✓			✓
Delaware	✓		✓	✓	✓	✓
District of Columbia			✓	✓	✓	✓
Florida	✓		✓			✓
Georgia	✓	✓				
Hawaii						
Idaho			✓			
Illinois	✓	✓	✓	✓	✓	✓
Indiana	✓	✓	✓			
Iowa	✓					
Kansas	✓	✓	✓	✓	✓	✓
Kentucky			✓			
Louisiana	✓		✓	✓	✓	✓
Maine			✓			
Maryland	✓	✓				
Massachusetts	✓		✓	✓	✓	✓
Michigan						
Minnesota	✓		✓	✓	✓	✓
Mississippi			✓	✓	✓	✓
Missouri	✓		✓			✓
Montana	✓		✓			
Nebraska						
Nevada	✓	✓				
New Hampshire	✓		✓	✓	✓	✓
New Jersey						✓
New Mexico						
New York	✓	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓	✓	✓
North Dakota			✓	✓	✓	✓
Ohio	✓	✓				
Oklahoma						
Oregon						
Pennsylvania			✓	✓	✓	✓
Rhode Island						
South Carolina	✓	✓				
South Dakota	✓	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓	✓
Texas	✓			✓	✓	✓
Utah	✓		✓	✓	✓	✓
Vermont	✓	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✓	✓
Washington	✓	✓	✓	✓	✓	✓
West Virginia	✓		✓	✓	✓	✓
Wisconsin	✓	✓	✓	✓	✓	✓
Wyoming	✓		✓			✓
U.S.	34	20	36	24	23	29

NOTE: The indicators in this table were collected by the EPE Research Center in the winter and spring of 2006 through its annual state technology survey.

Access to Data and Analytical Tools

EDUCATOR ACCESS TO STUDENT-LEVEL DATA		ANALYSIS AND UTILIZATION OF DATA					
State provides educators with access to different types of student-level data through a centralized portal or system (2005-06):		State provides local educators with resources to assist in the analysis and use of data (2005-06):					
Current state assessment subscale or item results	Performance data over time	Capacity to download state data files	Capacity to upload local data to state system	Templates for analysis or graphing	Guides for data analysis or interpretation	Training in use of data for instruction	
✓	✓	✓		✓	✓	✓	Alabama
		✓					Alaska
✓	✓	✓	✓	✓	✓	✓	Arizona
		✓			✓		Arkansas
		✓		✓		✓	California
		✓					Colorado
✓	✓	✓					Connecticut
✓	✓	✓	✓		✓	✓	Delaware
✓	✓	✓		✓	✓	✓	District of Columbia
✓		✓					Florida
		✓		✓	✓	✓	Georgia
							Hawaii
							Idaho
✓	✓	✓					Illinois
		✓		✓	✓	✓	Indiana
		✓				✓	Iowa
✓	✓	✓					Kansas
		✓					Kentucky
✓	✓	✓	✓	✓	✓	✓	Louisiana
		✓				✓	Maine
✓	✓	✓			✓	✓	Maryland
		✓		✓	✓		Massachusetts
		✓					Michigan
✓	✓	✓		✓	✓	✓	Minnesota
✓	✓	✓				✓	Mississippi
✓	✓	✓			✓		Missouri
		✓					Montana
		✓			✓	✓	Nebraska
		✓					Nevada
✓	✓	✓					New Hampshire
		✓		✓	✓	✓	New Jersey
		✓					New Mexico
✓	✓	✓	✓	✓	✓	✓	New York
		✓		✓	✓	✓	North Carolina
		✓					North Dakota
		✓		✓			Ohio
							Oklahoma
✓	✓	✓					Oregon
		✓		✓	✓	✓	Pennsylvania
		✓					Rhode Island
		✓					South Carolina
✓	✓	✓	✓	✓	✓	✓	South Dakota
						✓	Tennessee
✓	✓	✓			✓	✓	Texas
✓	✓	✓		✓	✓	✓	Utah
✓	✓	✓	✓	✓	✓	✓	Vermont
✓	✓	✓			✓	✓	Virginia
		✓		✓	✓		Washington
✓	✓	✓		✓	✓	✓	West Virginia
✓	✓	✓		✓	✓	✓	Wisconsin
✓	✓	✓		✓	✓	✓	Wyoming
24	27	45	6	21	26	27	U.S.

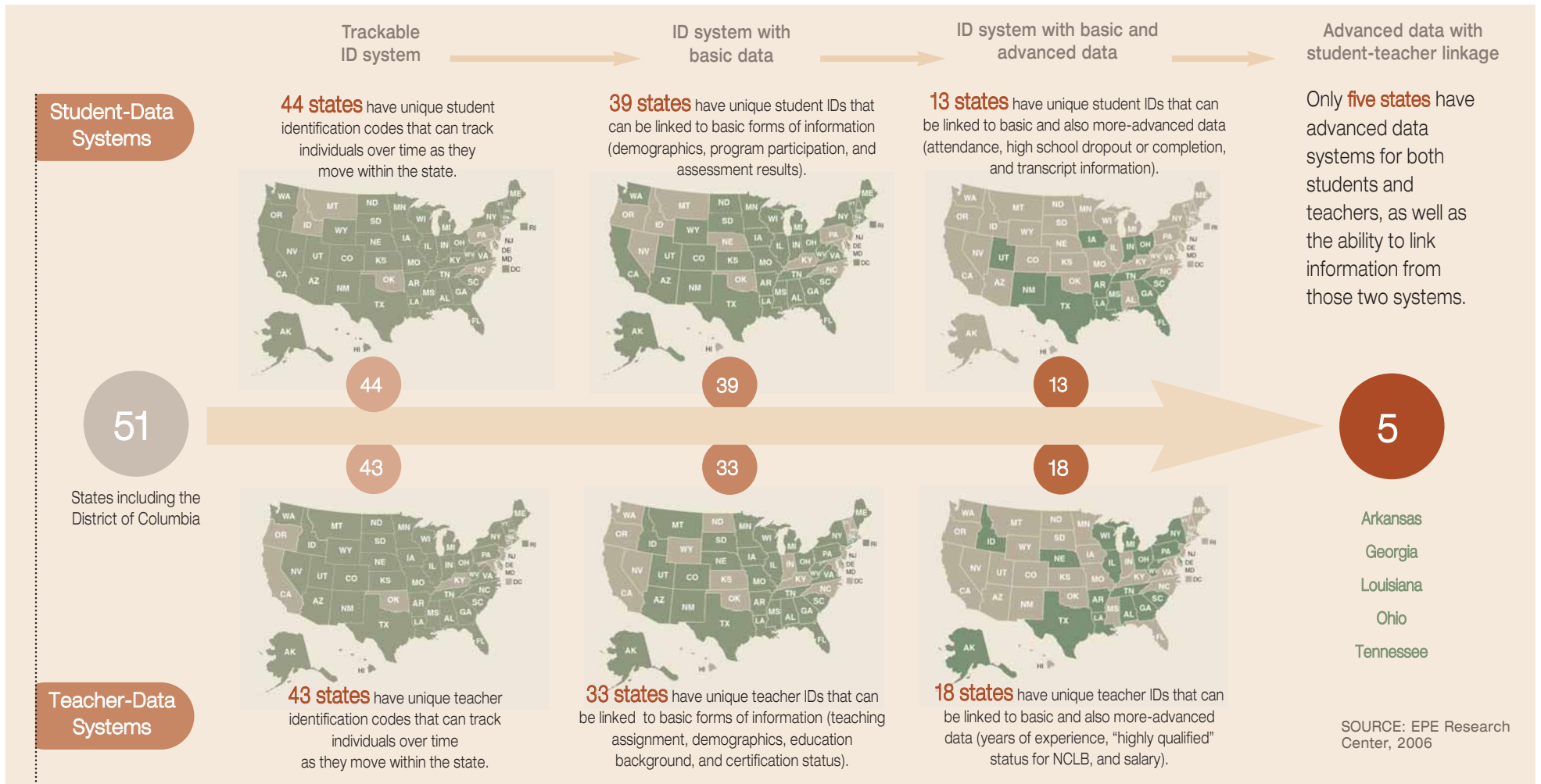
NOTE: The indicators in this table were collected by the EPE Research Center in the winter and spring of 2006 through its annual state technology survey.

BUILDING STATE DATA SYSTEMS

Structure and Content

States have been highly active in recent years in developing computerized data systems to manage student and teacher information. However, the utility of the systems for answering important educational and policy questions depends on both the architecture of these systems (the structure) and the amount and type of information they contain (the content). As of the 2005-06 school year, most states had assigned

students and teachers unique identification codes. Those IDs can be used to track individuals over time as they move from school to school within a state. Currently, the amount of information attached to the IDs varies considerably across states. Only a handful of states have robust statewide data systems for both students and teachers as well as the ability to connect student data with information on teachers.



Trackable ID system

ID system with basic data

ID system with basic and advanced data

Advanced data with student-teacher linkage

Student-Data Systems

44 states have unique student identification codes that can track individuals over time as they move within the state.



44

39 states have unique student IDs that can be linked to basic forms of information (demographics, program participation, and assessment results).



39

13 states have unique student IDs that can be linked to basic and also more-advanced data (attendance, high school dropout or completion, and transcript information).



13

Only **five states** have advanced data systems for both students and teachers, as well as the ability to link information from those two systems.

51

States including the District of Columbia

43



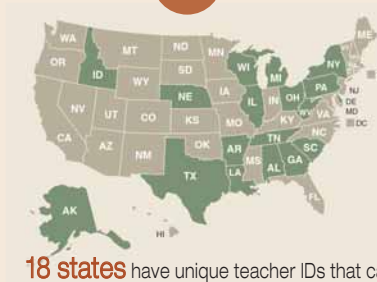
43 states have unique teacher identification codes that can track individuals over time as they move within the state.

33



33 states have unique teacher IDs that can be linked to basic forms of information (teaching assignment, demographics, education background, and certification status).

18



18 states have unique teacher IDs that can be linked to basic and also more-advanced data (years of experience, "highly qualified" status for NCLB, and salary).

5

- Arkansas
- Georgia
- Louisiana
- Ohio
- Tennessee

SOURCE: EPE Research Center, 2006

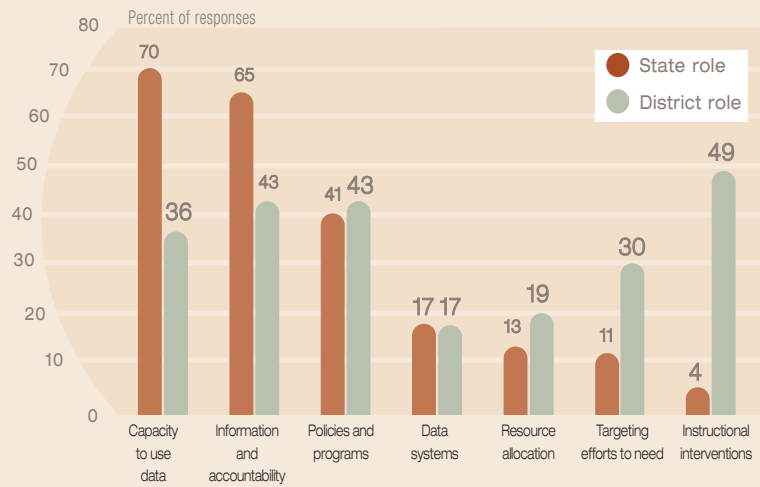
Teacher-Data Systems

State and District Roles

The EPE Research Center asked respondents to this year's state technology survey to indicate the most important roles that states and districts can play in using data to improve teaching and learning. The role most often mentioned as a key responsibility for states was providing supports to build capacity for more effective use of data. Seventy percent of respondents mentioned state activities to support capacity-building, such as providing technical assistance, training, or analysis tools. Another prominent state role cited was disseminating information about performance to educators and the public, often in the context of a formal accountability framework. Capacity-building and providing information were much less likely to be viewed as important responsibilities for districts.

By contrast, state officials indicated that districts should take the lead in other areas. Several aspects of the district role involved utilizing data in ways that more directly affect instruction in the classroom. For example, districts were much more likely to be viewed as the party that should target efforts to the schools or students most in need based on performance data. Similarly, the activity most clearly identified as a district role was using data to implement specific instructional interventions.

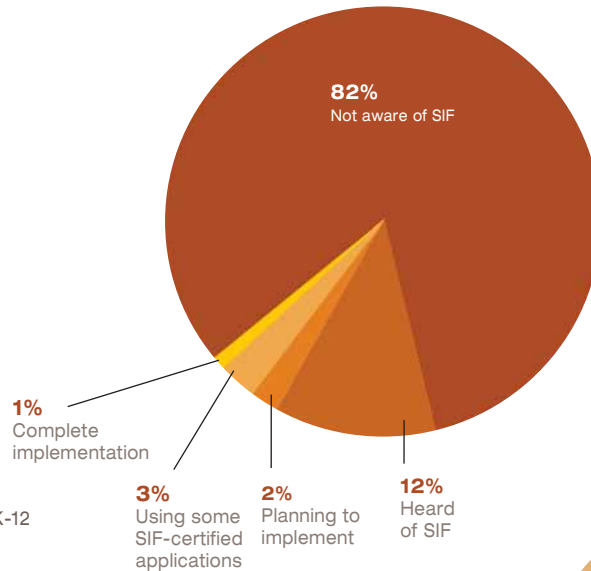
SOURCE: EPE Research Center, 2006



What Is SIF?

Through the Schools Interoperability Framework (SIF) initiative, developers and users of data-management software are working to establish a common set of rules, definitions, and specifications that will enable software programs from different educational organizations to share information. Currently, the vast majority of schools have either very little familiarity with SIF or none at all. Only about 4 percent of schools have started to implement SIF-certified applications in their data systems.

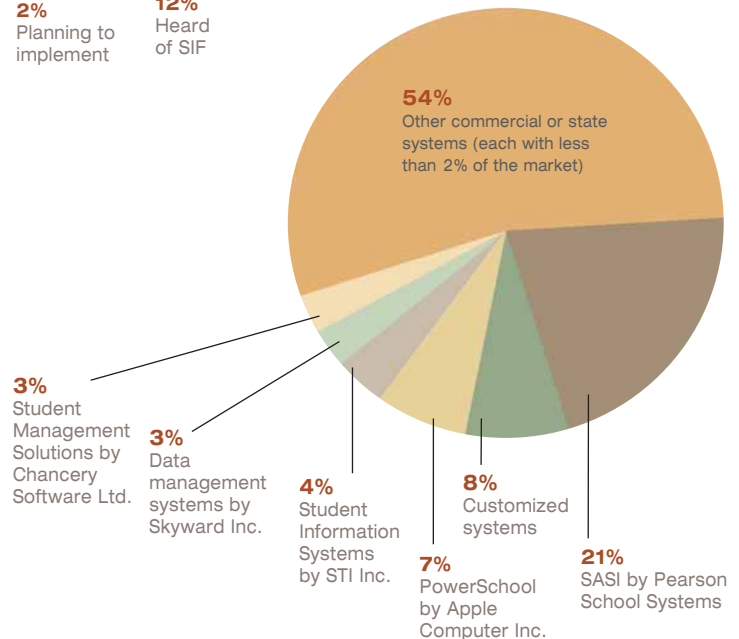
SOURCE: Market Data Retrieval, "The K-12 Technology Review 2005"



A Fragmented Market

Only a handful of student-information-system (SIS) platforms have captured a measurable slice of the data-management market. Over half of all public schools use a data-management program with very low market share (one adopted by fewer than 2 percent of all schools).

SOURCE: Market Data Retrieval, 2005 Public School Technology Survey



Technology Leaders: Grading the States

States can be technology leaders by providing students with access to computers and the Internet, by ensuring teachers and administrators have the training and qualifications to use technology effectively, and by putting in place policies that make innovative use of technology. Looking at key indicators across these categories, the EPE Research Center graded the states to identify those that have been leading the way in educational technology and those that have been less active at the state level.

OVERALL TECHNOLOGY GRADE			ACCESS TO TECHNOLOGY (1/3 OF GRADE)				USE OF TECHNOLOGY (1/3 OF GRADE)			
			Students per instructional computer (2005)	Students per instructional computer located in classrooms (2004)	Students per high-speed Internet-connected computer (2005)	Students per Internet-connected computer located in classrooms (2004)	State standards for students include technology (2005-06)	State tests students on technology (2005-06)	State has established a virtual school (2005-06)	
1st Quintile	West Virginia	A	94	3.0	5.7	3.0	5.9	✓		✓
	Virginia	A-	92	3.1	6.3	3.0	6.5	✓		✓
	North Dakota	B	86	2.9	6.1	3.0	6.2	✓		✓
	Wyoming	B	86	2.4	5.1	2.3	5.1	✓		
	Georgia	B	85	3.8	6.5	3.9	6.9	✓		✓
2nd Quintile	Idaho	B	85	3.6	6.5	3.8	7.0	✓		✓
	Kentucky	B	85	3.8	7.4	4.1	8.0	✓		✓
	Kansas	B	84	2.7	5.8	2.7	6.0	✓		
	Texas	B	84	3.4	6.8	3.4	7.0	✓		
	Nebraska	B	83	3.0	6.2	2.9	6.5	✓		
	Maine	B-	82	1.9	3.8	2.0	4.1	✓		
	Arkansas	B-	81	3.6	7.4	3.7	7.5	✓		✓
	Florida	B-	81	3.5	6.7	3.6	7.0	✓		✓
	Iowa	B-	81	3.3	7.0	3.3	7.3	✓		✓
	Ohio	B-	80	3.5	5.8	3.5	6.0	✓		
3rd Quintile	Washington	B-	80	3.9	7.0	4.0	7.4	✓		✓
	New Mexico	C+	79	3.6	6.1	3.5	7.2	✓		✓
	Maryland	C+	79	4.8	8.5	4.8	9.5	✓		✓
	Indiana	C+	77	3.4	7.3	3.5	7.7	✓		
	New York	C+	77	4.2	8.2	4.3	9.0	✓	✓	
	Missouri	C+	77	3.5	6.4	3.3	6.5	✓		
	Wisconsin	C	76	3.2	7.6	3.3	7.9	✓		
	Alaska	C	76	2.7	7.2	3.0	7.4	✓		✓
	South Dakota	C	76	1.8	3.5	1.8	4.0	✓		
	Alabama	C	76	4.7	8.4	4.9	8.9	✓		✓
4th Quintile	North Carolina	C	76	4.0	8.3	4.1	8.6	✓	✓	
	New Jersey	C	75	3.7	7.0	3.6	7.6	✓		
	Arizona	C	75	4.5	7.8	4.6	8.3	✓	✓ ¹	✓
	Tennessee	C	75	4.0	7.2	3.9	7.6	✓		
	Pennsylvania	C	75	3.5	8.3	3.4	8.3	✓		
	Connecticut	C	74	4.0	8.1	3.6	8.8	✓		
	Michigan	C	74	3.7	9.4	3.7	9.8	✓		✓
	Louisiana	C	74	4.4	8.5	4.5	9.7	✓		✓
	Illinois	C	74	3.8	8.0	3.8	8.5	✓		✓
	Vermont	C	73	3.5	7.9	3.3	8.2	✓		
5th Quintile	District of Columbia	C	73	3.5	7.0	3.9	7.5	✓		
	Montana	C	73	2.7	6.5	2.9	7.5	✓		
	Utah	C	73	5.2	14.3	5.6	13.9	✓	✓	✓
	South Carolina	C-	72	3.7	7.3	3.7	7.5	✓		
	Mississippi	C-	72	4.6	7.7	4.7	8.4	✓		✓
	New Hampshire	C-	72	5.2	9.5	4.4	10.4	✓		
	Delaware	C-	72	4.5	6.8	4.9	7.2	✓		
	California	C-	72	5.1	9.4	5.3	10.2	✓		
	Colorado	C-	71	4.2	10.4	4.5	11.1	✓		✓
	Oklahoma	C-	70	3.9	7.1	3.9	7.5	✓		
5th Quintile	Hawaii	D+	69	4.9	7.6	4.8	7.3	✓		✓
	Massachusetts	D+	69	3.6	8.7	4.1	9.3	✓		
	Oregon	D	66	4.5	10.5	4.8	11.8	✓		
	Rhode Island	D	65	5.0	8.9	4.7	8.3	✓		
	Minnesota	D	65	3.8	10.1	3.9	10.1	✓		
	Nevada	D-	62	5.0	13.1	5.2	12.2	✓		
	U.S.	C+	77	3.8	7.6	3.9	8.0	48	4	22

FOOTNOTES:
¹ Arizona is testing 25,000 5th and 8th graders on basic technology skills this year.
² North Dakota requires coursework in technology for principals only.
³ California requires technology-related professional development for principals of low-performing schools only.

Technology Leaders: Grading the States

States can be technology leaders by providing students with access to computers and the Internet, by ensuring teachers and administrators have the training and qualifications to use technology effectively, and by putting in place policies that make innovative use of technology. Looking at key indicators across these categories, the EPE Research Center graded the states to identify those that have been leading the way in educational technology and those that have been less active at the state level.

USE OF TECHNOLOGY (1/3 OF GRADE)	CAPACITY TO USE TECHNOLOGY (1/3 OF GRADE)						State
	State standards include technology for (2005-06):		Requirements for an initial license include technology coursework or a test for (2005-06):		State requires technology training or a technology test for recertification, or requires participation in technology-related professional development for (2005-06):		
	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	
✓	✓	✓	✓	✓	✓	✓	West Virginia
✓	✓	✓	✓	✓	✓	✓	Virginia
		✓	✓	✓	✓ ²		North Dakota
✓	✓		✓	✓		✓	Wyoming
✓	✓	✓	✓	✓	✓		Georgia
✓	✓	✓	✓	✓	✓		Idaho
✓	✓	✓	✓	✓		✓	Kentucky
✓	✓	✓	✓	✓		✓	Kansas
✓	✓	✓	✓	✓	✓		Texas
	✓	✓	✓	✓			Nebraska
✓	✓						Maine
✓	✓				✓	✓	Arkansas
	✓	✓		✓			Florida
	✓	✓	✓	✓			Iowa
	✓	✓	✓	✓			Ohio
	✓	✓	✓	✓	✓		Washington
	✓	✓	✓	✓			New Mexico
✓	✓	✓	✓	✓	✓		Maryland
✓	✓	✓	✓	✓	✓		Indiana
	✓	✓	✓	✓			New York
	✓	✓	✓	✓			Missouri
	✓	✓	✓	✓			Wisconsin
							Alaska
✓	✓	✓			✓	✓	South Dakota
✓	✓	✓	✓	✓			Alabama
	✓	✓	✓	✓			North Carolina
	✓	✓	✓	✓			New Jersey
✓	✓	✓	✓	✓			Arizona
	✓	✓	✓	✓			Tennessee
	✓	✓	✓	✓			Pennsylvania
	✓	✓	✓	✓	✓		Connecticut
✓	✓						Michigan
	✓	✓	✓	✓			Louisiana
	✓	✓	✓	✓			Illinois
✓							Vermont
							District of Columbia
✓							Montana
	✓				✓		Utah
✓	✓	✓			✓		South Carolina
	✓	✓			✓		Mississippi
	✓	✓				✓	New Hampshire
	✓	✓					Delaware
	✓	✓	✓			✓ ³	California
✓							Colorado
							Oklahoma
							Hawaii
✓	✓	✓					Massachusetts
✓							Oregon
✓	✓						Rhode Island
							Minnesota
							Nevada
22	40	33	21	9	9	6	U.S.

FOOTNOTES:

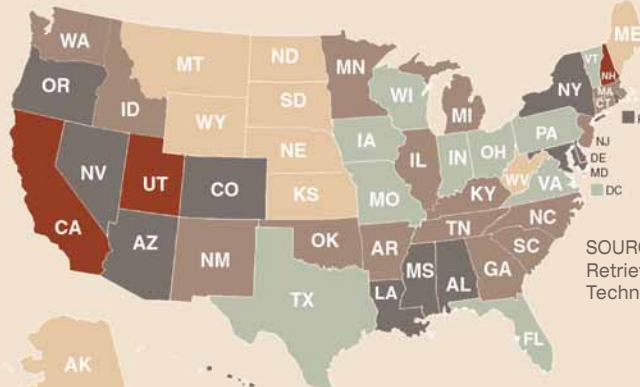
¹ Arizona is testing 25,000 5th and 8th graders on basic technology skills this year.
² North Dakota requires coursework in technology for principals only.
³ California requires technology-related professional development for principals of low-performing schools only.

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 nology for principals only.
 fessional development for principals of low-performing schools only.

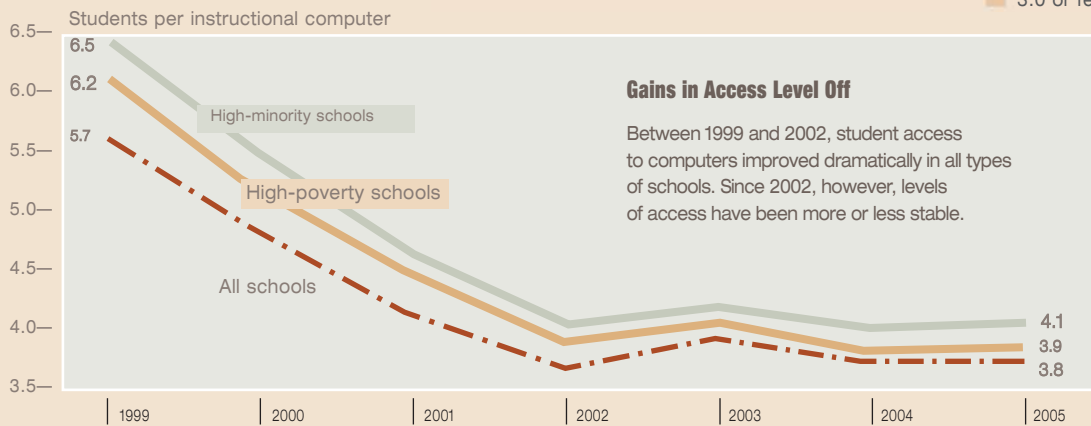
Tracking U.S. Trends

Student Access To Computers

On average, there are 3.8 students for every instructional computer in the nation's public schools. In the two states leading the nation in access to computers, South Dakota and Maine, only two students share each computer. By comparison, the student-to-computer ratio passes the 5-to-1 mark in three states.



SOURCE: Market Data Retrieval, "The K-12 Technology Review 2005"



Gains in Access Level Off

Between 1999 and 2002, student access to computers improved dramatically in all types of schools. Since 2002, however, levels of access have been more or less stable.

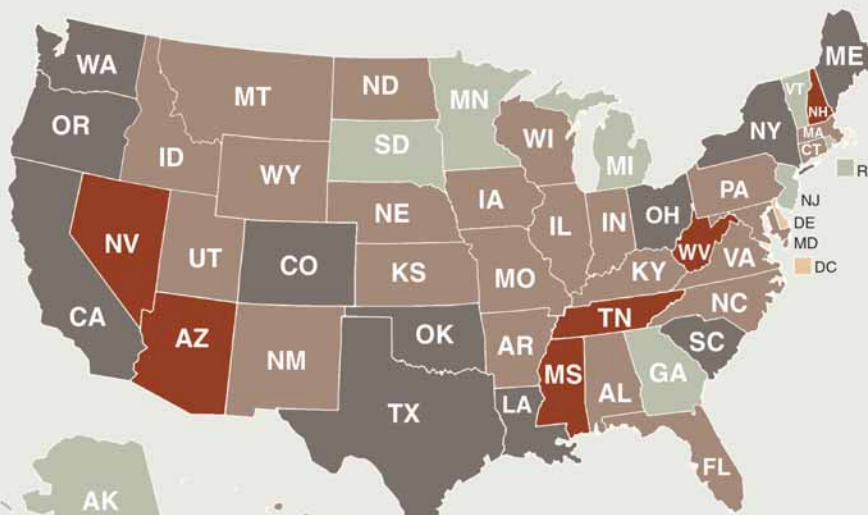
NOTE:

For this chart, high-poverty schools are those in which more than half the students are eligible for the federal free or reduced-price lunch program.

High-minority schools are those in which more than half the students belong to minority racial or ethnic groups.

SOURCE: Market Data Retrieval, Public School Technology Surveys 1999-2005

Teacher Technology Skills



Nationwide, 15 percent of public schools report that the majority of their teachers are at a "beginner" skill level in their use of technology. However, teacher skill levels vary tremendously from state to state. Only 3 percent of schools in South Dakota reported that most teachers were technology beginners. By contrast, at least one-third of schools in Mississippi and West Virginia reported a majority of beginners.

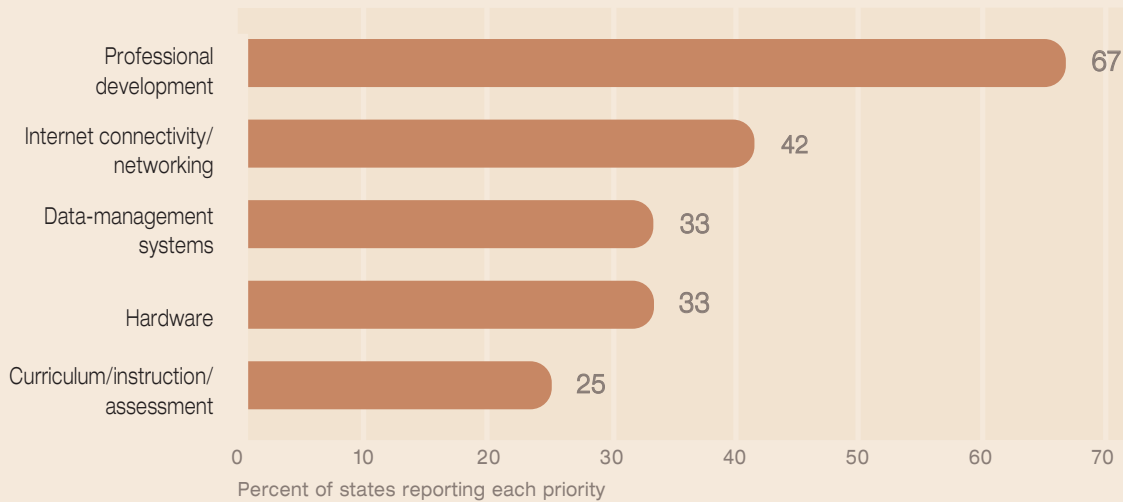
SOURCE: Market Data Retrieval, 2005 Public School Technology Survey



Tracking U.S. Trends

Priorities for Technology Dollars

The EPE Research Center asked respondents to its 2006 state technology survey to report their two highest priorities for technology spending this school year. Forty-seven states and the District of Columbia responded.

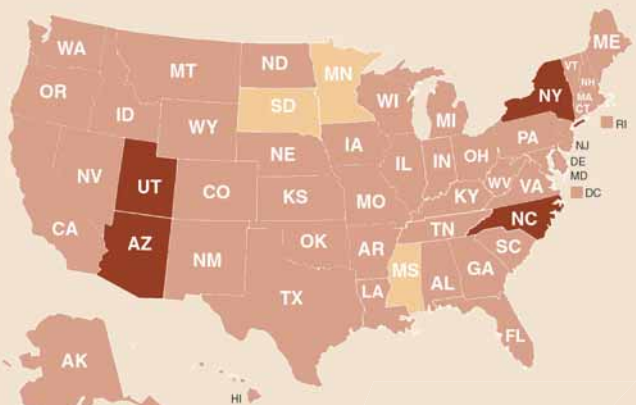


SOURCE: EPE Research Center, 2006

Technology Savvy

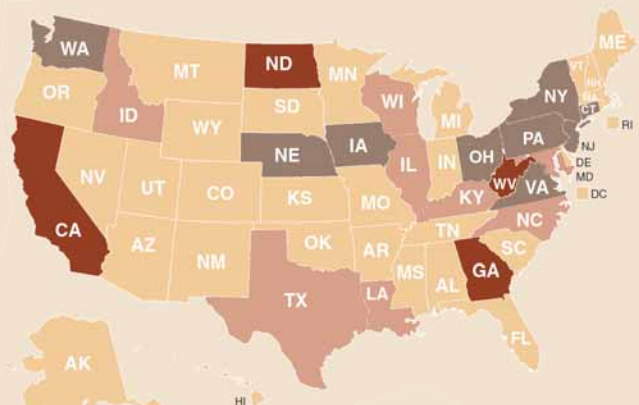
A majority of states have standards for what students should know about technology. But just four states actually test students' knowledge of technology. Only 21 states require teachers to demonstrate technological proficiency before receiving an initial license, either by completing coursework, passing a test, or both.

Standards for Students



- No state technology standards or student testing on technology (3)
- State standards include technology (44)
- State standards include technology, and state tests students on use of technology (4)

Expectations for Teachers



- No requirements (30)
- Technology coursework required for an initial license (9)
- Technology test required for an initial license (8)
- Both coursework and test are required (4)

SOURCE: EPE Research Center, 2006