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Announcing Project RED's New Research Findings: Schools Can Raise Student Achievement and Lower Education Costs

NEW YORK, NY – March 23, 2017 – One-to-One Institute today announced the results of a three-year study of both the academic and financial implications of educational technology. Project RED Phase III has uncovered that, despite 35 years of research and data and $100 billion spent on technology in schools, education has largely failed to capitalize on technology to drive dramatic improvements in student achievement.

"We are pleased to provide significant and actionable research results to the many thousands of school leaders who look to Project RED for answers," said Tom Greaves, CEO, The Greaves Group, and co-author of the study.

Project RED Phase III builds on the initial study of 997 schools, with a deep, three-year study of 37,000 students and 2,200 teachers in 20 carefully-selected, high-performing "Project RED Signature Districts." This phase, coupled with the results of Phase I and Phase II, examines the following questions: Why is education, among all industries, the lone failure? What if a state could dramatically improve student academic performance while simultaneously reducing the financial burden of public education?

"Fidelity to plan, keen focus on a successful education-technology-implementation model, 'change,' and consistent leadership are pivotal to achieving desired outcomes," said Leslie Wilson, CEO One-to-One Institute, and co-author of the research. "These findings are underscored by each iteration of Project RED research over the past nine years."

- Properly implemented, technology <u>can</u> make a huge difference.
- Across the board, the academic growth in study schools substantially outpaced that of their respective state counterparts.
- Graduation rates increased in 79% of reporting districts.
- Reductions in disciplinary actions were reported by 84% of the districts.
- Despite the overall good news, implementation fidelity remains a stubborn issue. This is true even in recognized, high-performing districts.
- Ongoing use of formative-assessment data remains a major opportunity to drive academic improvement.
- Maximizing outcomes requires the match of appropriate pedagogy to the desired learning.
- Hard data is now available detailing potential financial savings. Technology can be revenue positive at the state level.

Dr. Mark Edwards, 2013 AASA National Superintendent of the Year, says "Project RED is a 'go to' body of research that has helped many districts implement successful digital conversions."

"While K-12 schools have purchased exponentially more devices in the past three years, many have failed to achieve significant and measurable changes in academic outcomes as a result," says Elliott Levine, HP Distinguished Technologist, HP Inc. "Following two industry-changing reports from Project RED, the latest Phase III explores longitudinal changes that need to occur within institutions hoping to bring about change, and the limited results for those who fail to prioritize change management, curriculum redesign, and professional development before the purchase of devices."

Dr. Michael Gielniak, one of the designers and authors of the research, underscores the practical nature of the current work. "Our initial study identified nine key factors that have the potential to lead to an academically successful and financially sustainable result. We are excited that our deeper look into the specific implementations of our Signature Districts supports our initial findings, but also points to the importance of fidelity of implementation, a focus on instruction, and the ongoing use of formative data in a continuous-improvement process with students, teachers, and administration."

Background
Initiated in 2010, Project RED Phase I resulted in a comprehensive 136-variable survey of 997 schools, with follow-up interviews. The resultant report, *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness*, is a highly regarded relevant work. For the first time a comprehensive study examined the positive and negative financial implications of proper or poor education technology implementations as well as the academic implications. The insights developed then are still highly relevant and provided the basis for the Phase III research.

The outcome of Phase II was the creation of the Project RED website with tools and resources for districts seeking successful digital conversions. These included a readiness rubric and a 1501 item Gantt chart that, when followed, essentially ensures a reliable, scalable, and successful implementation. Twenty Signature Districts were selected via a competitive process. Each district committed to follow the Project RED Methodology for three years, to maintain funding and leadership focus, and to collect and report both academic and financial data to Project RED. Each of these districts are recognized as leaders in the field.

A series of Project RED Briefs are scheduled to be published in the first half of 2017. The overview and first brief on Leadership is available now at www.projectred.org/pr-briefs.

About Project RED
Project RED is a collaborative of The Greaves Group, LLC in southern California and the One-to-One Institute, a not for profit located in Michigan.