

What Works Clearinghouse

June 3, 2008

Laurie Borkon
Director of Public Affairs
Renaissance Learning, Inc.

Dear Ms. Borkon,

The What Works Clearinghouse (WWC), an initiative of the U. S. Department of Education's Institute of Education Sciences, was established to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. As such, we review studies on education interventions that may be included in our reports.

The purpose of this letter is to notify you that we are in the process of conducting an updated review of Beginning Reading interventions, and may be including *Accelerated Reader/Reading Renaissance* in our review.¹ During the course of this review, we will ask for your input at three stages:

Stage 1: Initial Contact. This letter represents the first stage of this process. In this letter we ask you to review the list of references of the studies identified as relevant to *Accelerated Reader/Reading Renaissance* and nominate additional studies that you would like us to include in the review. We also request that you (or one person from your organization) sign a non-disclosure agreement, which is referred to below as the embargo agreement. Please see the attached documents for further explanation and the embargo agreement form.

Stage 2: Program Description Review. If the WWC produces a report on *Accelerated Reader/Reading Renaissance*, we will share with you a draft intervention description prepared by the WWC team for the report. This description includes a brief intervention summary (e.g., targeted population, main features), scope of use, teaching practices and professional development, cost information, and the list of studies reviewed. You will be able to comment on the accuracy of this information and provide us with additional information for inclusion in the report. Please note that this information will be shared only with a person that signed the embargo agreement.

Stage 3: Pre-Posting Notice. We will send the point of contact a courtesy copy of the final intervention report 24 hours before it is released on the WWC website.

¹ The previous review included studies from 1983-2004. The review found one study of *Accelerated Reader/Reading Renaissance* that met WWC evidence standards. For a list of studies reviewed see http://ies.ed.gov/ncee/wwc/reports/beginning_reading/topic/.

Please feel free to call or email me if you have any questions about the Beginning Reading review. For further information about the scope of the Beginning Reading review please visit our website at www.whatworks.ed.gov. Please complete the attached forms and return by **Tuesday, June 17, 2008** (10 business days from the date of this letter).

Sincerely,

Jill Constantine, Ph.D.
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Reference Form for *Accelerated Reader/Reading Renaissance*

The Beginning Reading review focuses on reading interventions, for students in grades K-3, that are intended to increase skills in alphabets, reading fluency, comprehension, or general reading achievement. For the purposes of the WWC review we are collecting copies of published and unpublished research reports, book chapters, theses and dissertations, journal articles, and conference proceedings on *Accelerated Reading/Reading Renaissance*. We include in this document a list of the documents we have located so far..

Please review this list, below, which lists all documents we were able to obtain in full copy and let us know if there are any additional documents or reports which are relevant to this review and are not included in this list..

Please send any additional references of full copies of documents to Tahra Nichols, Coordinator, P.O. Box 2393, Princeton, NJ 08543-2393, tnichols@mathematica-mpr.com, or (609) 799-0005 (FAX) by **Tuesday, June 17, 2008** (10 business days from the date of this letter).

Renaissance Learning Studies

Renaissance Learning. (2007). *Reading more and monitoring progress spell success for Texas elementary school.*

Renaissance Learning. (2007). *Test scores on the rise and library growth skyrocketing at Indiana elementary school.*

Renaissance Learning. (2006). *Accelerated reader: Understanding reliability and validity.*

Renaissance Learning. (2006). *An increase in Delaware student testing program (DSTP) reading scores and improved student attitudes about reading accredited to reading renaissance.*

Renaissance Learning. (2006). *Reading and math state test scores climb at rural Texas school.*

Renaissance Learning. (2006). *School district makes great strides in reading, Kentucky core content test (KCCT) reading scores increase.*

Renaissance Learning. (2005). *Washington school dramatically improves reading and math state test scores.*

Renaissance Learning. *Arkansas school sees schoolwide improvements in reading achievement.*

Renaissance Learning. *Florida school improves from a C to an A on the Florida A+ accountability plan.*

Renaissance Learning. *Iowa elementary school pairs best practices with student motivation and sees significant gains in ITBS scores.*

Renaissance Learning. *Iowa school boosts ITBS reading and math scores.*

- Algozzine, B. (2006). Promoting academic success for all students. *Academic Exchange Quarterly*, 10(3), 142..
- Allington, R. L. (2006). Critical factors in designing an effective reading intervention for struggling readers. In C. Cummins (Ed.), *Understanding and implementing reading first initiatives: The changing role of administrators*. International Reading Association..
- Bailey, C. (2007). Winning the accelerated reader game: The effects of student choice and peer sharing on attitudes toward independent reading in an accelerated reader program. In D. A. McAllister, & S. C. Fritch (Eds.), *Culminating experience action research projects, volume 8, part 1, spring 2006*..
- Balajthy, E. (2007). Technology and current Reading/Literacy assessment strategies. *Reading Teacher*, 61(3), 240-247. .
- Bielby, L. (2005). *Accelerated reader student reading program: An investigative study of student reading level growth as affected by the Accelerated Reader reading program*. Unpublished (61356680).
- Blair, H. B. (2006). Teachers' perceptions of their preparation to choose and implement effective methods for teaching emergent readers. East Tennessee State University)..
- Brem, S., Husman, J., & Duggan, M. A. (2005). *Findings from a three-year study of reading renaissance in a title I urban elementary school*..
- Bullock, J. C. (2005). Effects of the accelerated reader on reading performance of third, fourth, and fifth-grade students in one western Oregon elementary school. University of Oregon; 0171. Advisor: Adviser Gerald Tindal). *DAI*, 66 (07A), 56-2529. .
- Calhoun, V. L. (2007). The effects of a supplemental program on the reading achievement of learning-disabled students. Capella University; 1351. Advisor: Adviser Ted Ray). *DAI*, 68 (04A), 131-1238..
- Callard-Szulgit, R. (2005). *Teaching the gifted in an inclusion classroom: Activities that work*. Rowman & Littlefield Publishing Group, 4501 Forbes Blvd., Suite 200, Lanham, MD. 20706. Tel: 800-462-6420 (Toll Free)..
- Christianson, P. (2005). Is accelerated reader a viable reading enhancement program for an elementary school. .
- Cunningham, P. (2005). "If they don't read much, how they ever gonna get good?". *The Reading Teacher*, 59(1), 88-90. .
- Eliason, B. (2006). Effects of accelerated reader on student attitudes toward reading. University of Oregon; 0171. Advisor: Adviser Gerald A. Tindal). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 66 (9-A), 3252..

- Elmore, O. C. (2005). Analysis of the principal's perceptions of the implementation and impact of the accelerated reader and other selected reading strategies used by Texas gold performance elementary schools. Texas A&M University.
- Everhart, N., Dresang, E. T., & Kotrla, B. (2005). Accelerated reader and information policy, information literacy, and knowledge management: US and international implications. *Information Leadership in a Culture of Change: Conference Proceedings 2005, July 8–12, 2005, Hong Kong*.
- Focarile, D. A. (2006). *The accelerated reader program and students' attitude towards reading*. Unpublished.
- Franklin, P., & Stephens, C. G. (2006). Manage your computerized reading program--before it manages you! *School Library Media Activities Monthly*, 23(4), 47-49.
- Franks, J. (2007). Using accelerated reading as a motivator in the classroom. In D. A. McAllister, & S. C. Fritch (Eds.), *Culminating experience action research projects, volume 7, fall 2005*...
- Groce, R. D., & Groce, E. C. (2005). Deconstructing the accelerated reader program. *Reading Horizons*, (1), 17-30.
- Hart, S. S. (2007). Accelerated reader in a primary school: An evaluation of time spent on classroom implementation and student achievement. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(4-A), 1384.
- Husman, J., Brem, S., & Duggan, M. A. (2005). Student goal orientation and formative assessment. *Academic Exchange Quarterly*, 9(3), 355–359.
- K. J. Topping, J. Samuels, & T. Paul. (2007). Independent reading: The relationship of challenge, non-fiction and gender to achievement. *British Educational Research Journal*, 33(6), 1-20.
- Kerns, G. M. (2005). *Moving from good to great: The evolution of learning information systems in Milford school district (Delaware)*. Unpublished.
- Krashen, S. (2005). Accelerated reader: Evidence still lacking. *Knowledge Quest*, 33(3), 48-49.
- Kyllo, A. (2004). Does accelerated reader have positive and motivational effects on student reading levels and student attitude toward reading? In T. F. Sherman, & M. Lundquist (Eds.), *Winona state university anthology of K-12 language arts action research* ().
- Lenko, S. L., Rowan University, & College of Education. (2005). *Effects of teacher's active role in Accelerated Reader with elementary students*. Unpublished (188039995).
- Mansell, W. (2005). Literacy quizzes hold the answer. *Times Educational Supplement*, (4642), 3-3.
- Martinez, S. (2007). A SURVEY RESEARCH OF READING METHODS USED BY NEW MEXICO MIDDLE SCHOOL TEACHERS. Kansas State University).

- Miller, J. B. (2006). *A study of public posting, formative assessment, and data based decision making implemented in a school-wide effort to improve student performance*. Unpublished (79476454).
- Nunnery, J. A., Ross, S. M., & McDonald, A. A randomized experimental evaluation of the impact of accelerated Reader/Reading renaissance implementation on reading achievement in grades 3 to 6. *JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK*, 11(1), 1-18..
- Nunnery, J. A., Ross, S. M., & Aaron, M. D. (2006). A randomized experimental evaluation of the impact of accelerated Reader/Reading renaissance implementation on reading achievement in grades 3 to 6. *Journal of Education for Students Placed at Risk*, 11, 1–18..
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- Nunnery, J. A., Ross, S. M., & McDonald, A. (2006). A randomized experimental evaluation of the impact of accelerated Reader/Reading renaissance implementation on reading achievement in grades 3 to 6. *Journal of Education for Students Placed at Risk (JESPAR)*, (1), 1-18..
- Ostrom, J. (2007). A study of reading achievement of students participating in the accelerated reader program..
- Pappas, D. N. (2006). Interdependent group contingencies with randomly selected components applied to class-wide performance in the accelerated reader program. The University of Tennessee; 0226 (Advisor: Adviser Christopher Skinner). *DAI*, 67.(10A), 79-3713..
- POPPE, R. L. (2005). *READING MOTIVATION IN UPPER ELEMENTARY STUDENTS: HOW CHILDREN EXPLAIN READING FOR PLEASURE*. University of Central Florida)..
- Pugh, T. (2005). *Accelerated Reader : The effects on California standards test scores*..
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- Richmond, R. F. (2005). The effectiveness of the mentoring program, men of Ross elementary program (MORE), on improving the reading achievement of African American males (Tennessee). Union University; 1485. Advisor: Chair Jennifer Grove). *DAI*, 66.(11A), 109-3917..
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- Rodriguez, S. (2007). *The accelerated reader Program's relationship to student achievement on the English-language arts California standards test*. *Reading Matrix*, 7(3)..

- Rodriguez-Blanco, O. (2006). The impact of the accelerated reader program on third grade/fourth grade bilingual students' TAKS reading scores in a south Texas border town. Texas A&M University - Kingsville; 1187. Advisor: Adviser Emma A. Garza). *DAI*, 68 (01A), 95-58..
- Rudd, P., & Wade, P. (2006). *Evaluation of renaissance learning mathematics and reading programs in UK specialist and feeder schools.*
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- Stanfield, G. M. (2006). *Incentives: The effects on reading attitude and reading behaviors of third-grade students.*
- Sugar, W., & Kester, D. (2007). Lessons learned from IMPACTing technology integration practices: Four IMPACT model case studies. *COMPUTERS IN THE SCHOOLS-NEW YORK-*, 24(1/2), 15..
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- Topping, K. J., Samuels, J., & Paul, T. (2007).. Does practice make perfect? independent reading quantity, quality and student achievement. *Learning and Instruction*, 17(3), 253-264..
- Torgesen, J. K., & Hudson, R. F. (2006). Reading fluency: Critical issues for struggling readers. *What research has to say about fluency instruction.* International Reading Association..
- Townsend, K. (2007). Accelerated Reader: Optimal conditions for reading achievement using a computer information system. University of Illinois at Chicago). *Dissertation Abstracts International. Section A: Humanities and Social Sciences*, 68 (6-A), 2327..
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- White, R., & Reisner, E. (2007).. *Model literacy programs: Save the children: Evaluation findings from the 2005-06 school year.* Policy Studies Associates..
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Yee, V. N. (2007). An evaluation of the impact of a standards-based intervention on the academic achievement of English language learners. University of Southern California; 0208. Advisor: Adviser Dennis Hocevar). *DAI*, 68 (04A), 108-1317..

Embargo Agreement Information

Before we share draft documents with you, we ask that you sign the attached embargo agreement. The purpose of this form is to ensure that confidential information from the WWC review is not circulated with the public before the review is officially released. Additional information about the review will be shared only with the individual who signed the embargo agreement.

Please review the attached embargo agreement and return a signed copy of this agreement by **Tuesday, June 17, 2008** (10 business days from the date of this letter). You may mail, email or fax the form to:

Tahra Nichols
P.O. Box 2393
Princeton, NJ 08543-2393
tnichols@mathematica-mpr.com
(609) 799-0005 (Fax)

We value your input in this process. Thank you for your prompt response to our request. Please feel free to call or email me if you have any questions or concerns.

For more information about the What Works Clearinghouse reviews, please visit our website at www.whatworks.ed.gov.

Sincerely,

Jill Constantine, Ph.D.
Principal Investigator, WWC Beginning Reading review
jconstantine@mathematica-mpr.com
(609) 716-4391 (Office)

Embargo Agreement Form

The signatory agrees not to copy, distribute, or discuss any draft reports of *Accelerated Reader/Reading Renaissance* products with members of the public outside your organization, prior to release of the report by the Institute of Education Sciences. The report release date is still to be determined. Failure to comply with this agreement may result in your organization not being allowed to participate in future reviews.

Please specify to whom the program description should be sent for review:

Name (first, middle, last) [please print] _____

Title [please print] _____

Organization _____

Phone: _____

E-Mail Address: _____

Fax: _____

Signature: _____

Date: _____