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.‡ 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.

‡ 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.
Principal Investigator, WWC Beginning Reading Review
P.O. Box 2393
Princeton, NJ 08543-2393
jconstantine@mathematica-mpr.com
(609) 716-4391 (Office)
(609) 799-0005 (Fax)
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. (2006). An increase in Delaware student testing program (DSTP) reading scores and improved student attitudes about reading accredited to reading renaissance.


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


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.


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*.


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.

programs in UK specialist and feeder schools.

Language Arts, (3), 202-211.

study. WIDENER UNIVERSITY.

toward reading.

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.

Chapman University, (182817134).

Carmel Hill Fund Education Program.

Peer Learning, University of Dundee.

quantity, quality and student achievement. Learning and Instruction, 17(3), 253-264.

What research has to say about fluency instruction. International Reading Association.

computer information system. University of Illinois at Chicago. Dissertation Abstracts
International Section A: Humanities and Social Sciences, 68 (6-A), 2327.

motivation to read. Carthage College.


White, W. Q. (2005). An investigation of the accelerated reader program in one small school
district students', teachers', and administrators' perceptions.
Emargo 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: _____________________________________________________________