



Consensus by the
What Works Clearinghouse,
National Center on Student Progress Monitoring,
and Florida Center for Reading Research:
AR Is Effective

Accelerated Reader™ software makes the essential student practice component of any reading curriculum more effective. Using Accelerated Reader, this practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to motivate students and help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary.

Accelerated Reader's effectiveness is supported by the following key research:

- I** Borman, G. D., & Dowling, N. M. (2004). *Testing the Reading Renaissance program theory: A multilevel analysis of student and classroom effects on reading achievement*. Unpublished manuscript, University of Wisconsin–Madison.
Full report: http://www.education.wisc.edu/elpa/people/faculty/Borman/BormanDowling2004_RdgRenProg.pdf
- I,P** Husman, J., Brem, S., & Duggan, M. A. (2005). Student goal orientation and formative assessment. *Academic Exchange Quarterly*, 9(3), 355–359.
Summary: <http://research.renlearn.com/research/pdfs/196.pdf>
Full article: <http://www.drbrem.net/renlearn/publications/AEQip.pdf>
- E,I,P** Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools*, 14(1), 40–59.
Summary (L2431): <http://research.renlearn.com/research/pdfs/149.pdf>
Full article: Email research@renlearn.com to request a copy from the Renaissance Learning Research Department.
Article is based on this report: <http://www.eric.ed.gov/>, search for ED500027
- E,I,P** 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*, 11(1), 1–18.
Summary (L2296): <http://research.renlearn.com/research/pdfs/198.pdf>
Full article: Email research@renlearn.com to request a copy from the Renaissance Learning Research Department.
Article is based on this report: <http://research.renlearn.com/research/pdfs/322.pdf>
- E,I** Ross, S. M., & Nunnery, J. A. (2005). *The effect of School Renaissance on student achievement in two Mississippi school districts*. Memphis, TN: University of Memphis, Center for Research in Educational Policy.
Full report: <http://www.eric.ed.gov/>, search for ED484275
- E,I,P** Topping, K. J., & Sanders, W. L. (2000). Teacher effectiveness and computer assessment of reading: Relating value-added and learning information systems data. *School Effectiveness and School Improvement*, 11(3), 305–337.
Summary: <http://research.renlearn.com/research/pdfs/19.pdf>
Full article: Email research@renlearn.com to request a copy from the Renaissance Learning Research Department.

E = Experimental or Quasi-Experimental Research I = Independent Research P = Peer-Reviewed Research



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<http://research.renlearn.com/> or call (800) 338-4204.

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