

SCIENTIFIC RESEARCH

QUASI-EXPERIMENTAL

California Students Achieve 28 Percent Higher Stanford 9 Reading Scores After Only One Semester of Accelerated Reader® Implementation

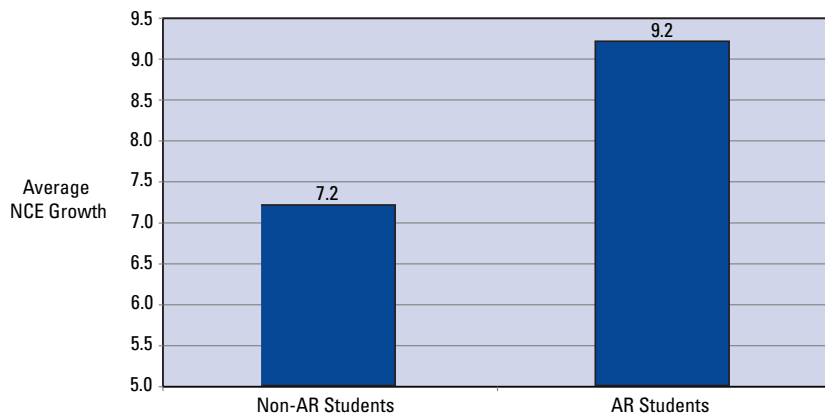
Source: Maureen DiLuzio, teacher, Miramonte Elementary School

Research conducted during the 1998–1999 school year.

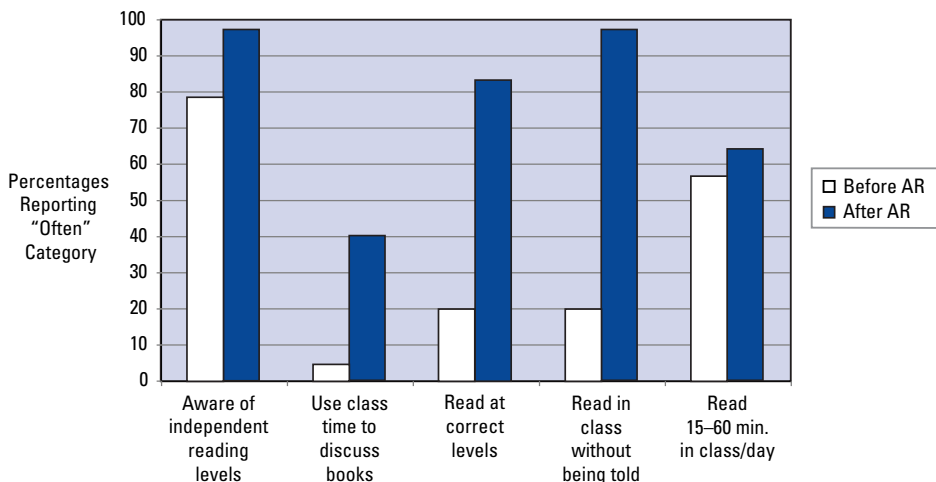
Introduction

The effects of Accelerated Reader reading management software were seen after just one semester of implementation. Test scores improved and students exhibited better reading behaviors.

Students Using Accelerated Reader (AR®) Achieve More Growth on the SAT 9 Reading Test than Students Not Using the Program



Student Reading Habits Improve with Accelerated Reader



(more information on back)

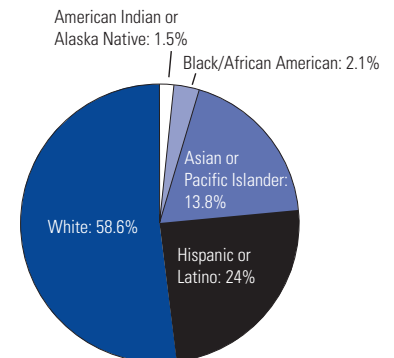
School Profile

Miramonte Elementary School
 Students: 776, Grades K–6
 El Monte, Calif.

Demographics:

Urban
 Title I
 Free or reduced lunch: 98%
 Limited English proficiency: 75%

Race/Ethnicity:



Educator Background

Maureen DiLuzio is currently a second-grade teacher at Miramonte Elementary School. During the 1998–99 school year, she led the implementation of Miramonte’s Accelerated Reader program, including the training of teachers, parents, and instructional aides. She also procured \$8,000 in funding for library book purchases. In addition to holding various teaching positions with the Mountain View School District, DiLuzio served as a reading specialist and instructor at California State University, Los Angeles.

This research report was submitted as part of the requirements toward her M.S. degree in Education from Pepperdine University.

Study Description

Accelerated Reader was intended to be a pilot program in only five or six classrooms; but as more teachers became interested in participating, Accelerated Reader was installed in 18 classrooms and used with 420 students, grades two through six, during the spring semester of 1998–1999. Five teachers chose not to implement the program, so data from their 100 students comprises the “control” group.

The Stanford Achievement Test ninth edition (SAT 9)¹ was administered to approximately 500 students in grades two through six during April 1998 and April 1999. Total reading scores were compared for two groups of students who did and did not use Accelerated Reader, and who had data from both test administrations (grades three through six only).

Surveys assessing changes in observed student reading behaviors were given to the 18 teachers in January 1999 (before Accelerated Reader) and in June 1999 (after Accelerated Reader was implemented). The responses to each question were formatted on a Likert Scale and required the instructors to note whether these behaviors occurred “Never,” “Sometimes,” or “Often.” The teachers’ pre- and post-Accelerated Reader survey results, as indicated by percentages reporting the “Often” category, are shown in the second graph on the front.

Results

Very encouraging increases in standardized test performance and observed student reading behaviors occurred after one semester of Accelerated Reader implementation at Miramonte Elementary School. Although both Accelerated Reader and non-Accelerated Reader students realized accelerated reading growth during the 1998–1999 school year, Accelerated Reader students achieved 28 percent more growth than students not using the software. Students not using Accelerated Reader gained 7.2 NCEs, while students using the program gained 9.2 NCEs.

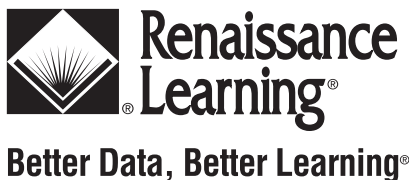
Likewise, teachers witnessed greatly improved student reading habits after Accelerated Reader was introduced. Before Accelerated Reader, just 20% of the teachers claimed that students were reading books at their correct reading levels and that students were reading in class without being told. After Accelerated Reader was implemented, however, nearly all of the teachers reported that their students demonstrated these behaviors.

Finally, after these changes were observed by Miramonte’s staff, the remaining five “control” teachers asked to use Accelerated Reader with their students for the 1999–2000 school year.

Conclusion

The findings of this study indicate that Accelerated Reader reading management software is an effective tool for improving reading comprehension and total reading scores. Use of the program also greatly improved student reading habits and helped students become more independent.

¹Harcourt Assessment, Inc. *Stanford Achievement Test*, ninth edition. San Antonio, TX: Harcourt Assessment, Inc., n.d.



For more information, or for additional copies of this report, contact:

Educational Research Department
PO Box 8036 • Wisconsin Rapids, WI 54495-8036
(866) 846-7323 • www.renlearn.com