

Accelerated Reader Meets the “Evidence-Based” Requirements of ESSA

To meet the requirements of the **Every Student Succeeds Act** (ESSA), educators must select activities, strategies, or interventions that are evidence-based. Renaissance Accelerated Reader is supported by evidence of effectiveness gathered through many types of rigorous studies, including those with experimental, quasi-experimental, and correlational designs. This document explains how Accelerated Reader meets those requirements. For a detailed explanation of each requirement please visit <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.

Strong Evidence

For a program to meet the requirements of strong evidence it must have a large-sampled experimental study with statistically significant outcomes. In all three experimental studies, students who use Accelerated Reader had a significant positive impact on reading achievement.

Moderate Evidence

For a program to meet the requirements of moderate evidence it must have a large-sampled quasi-experimental study with statistically significant outcomes. In both quasi-experimental studies, students who use Accelerated Reader or use with higher implementation scored significantly higher on end of year tests than those who did not or had lower implementation.

Independent Evaluation

Several independent organizations have reviewed the program’s research base and offered positive reviews or endorsements. These speak to requirement (ii)(I).

“

...analyses indicated that the computer-assisted learning program (Accelerated Reader) had a statistically significant positive impact on student reading gains when compared with traditional reading instruction alone.

– Shannon, Styers, Wilkerson, & Peery, (2015)

Supporting Studies and Reports

Strong Evidence

Shannon, L. C., Styers, M. K., Wilkerson, S. B., & Peery, E. (2015). Computer-assisted learning in elementary reading: A randomized control trial. *Computers in the Schools*, 32(1), 20–34.

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.

http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf

Full report <http://doc.renlearn.com/KMNet/R004076723GH55D8.pdf>.

Siddiqui, N., Gorard, S., & See, B. H. (2016). Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase. *Educational Review*, 68(2), 139–154. Accepted manuscript <http://dro.dur.ac.uk/16393/1/16393.pdf>

Moderate Evidence

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.

<https://search.proquest.com/docview/211015676>

Holmes, C. T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. *Academic Exchange Quarterly*, 10(3), 141–147.

Independent Reviews

Council of Administrators of Special Education. (2016). *Endorsed products* [Accelerated Reader]. Warner Robins, GA: Author. The endorsement is <https://www.casecec.org/endorsed-products>

Digital Promise. (2020). *Research-based design certification* [Accelerated Reader].

<https://productcertifications.digitalpromise.org/certified-products/>

National Dropout Prevention Center/Network. (2010). *Review of model programs: Accelerated Reader*. Clemson University. <http://dropoutprevention.org/mpdb/web/program/316>

Promising Practices Network. (2013). *Programs that work: Review of Accelerated Reader*. RAND Corporation.

<https://web.archive.org/web/20190812071142/http://www.promisingpractices.net/program.asp?programid=292>

The Nevada Department of Education and The Leadership and Learning Center. (2010, March). *Innovation and remediation interim report: A collaborative project between The Nevada Department of Education and The Leadership and Learning Center*. The Leadership and Learning Center.