



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

Accelerated Reader™ is a computerized, progress-monitoring and personalized practice tool that provides reliable and valid feedback on comprehension of books and other materials students have read. For students, this feedback is motivational. For teachers, the information is used to carefully monitor and guide each student's independent reading practice. This includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary. Guided independent reading practice has been shown to accelerate reading growth for all students, regardless of ability.

### 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*. Madison: University of Wisconsin–Madison.  
Full report: <http://www.education.wisc.edu/elpa/people/faculty/Borman/BormanDowling2004.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. (in press). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research In The Schools*.  
Article is based on this report: [http://crep.memphis.edu/web/research/pub/McKinney\\_Renaissance\\_CR\\_09-09-03.pdf](http://crep.memphis.edu/web/research/pub/McKinney_Renaissance_CR_09-09-03.pdf)
- 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: <http://research.renlearn.com/research/pdfs/198.pdf>  
Full article: Email [research@renlearn.com](mailto:research@renlearn.com) to request a copy from the Renaissance Learning Research Department.
- 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://crep.memphis.edu/web/research/pub/Mississippi\\_School\\_Renaissance\\_FINAL\\_4.pdf](http://crep.memphis.edu/web/research/pub/Mississippi_School_Renaissance_FINAL_4.pdf)
- 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](mailto: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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