

# SCIENTIFIC RESEARCH

## QUASI-EXPERIMENTAL

### Promoting Academic Success for All Students

#### with Accelerated Math and Accelerated Reader

Summarized from:

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

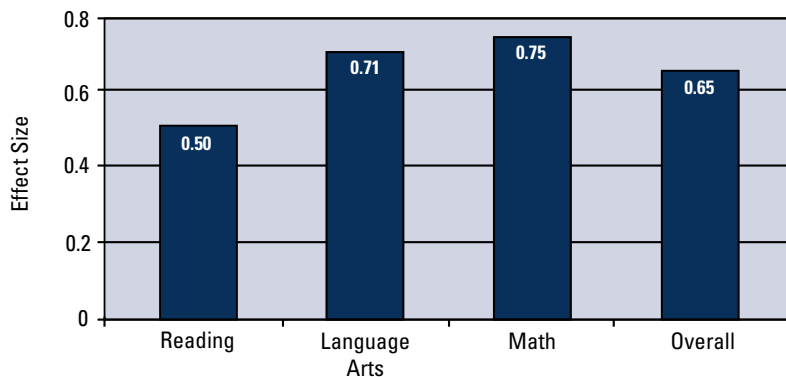
Holmes, C. T., & Brown, C. L. (2003). *A controlled evaluation of a total school improvement process*, *School Renaissance* (Tech. Rep.). Athens: University of Georgia, Department of Educational Administration. (ERIC Document Reproduction Service No. ED474261)

Research conducted from 2000 to 2002.

#### Introduction

In this independent, quasi-experimental study, researchers studied the long-term impact of Accelerated Math, Accelerated Reader, and the best classroom practices of the software. Results from Georgia's Criterion-Referenced Competency Test (CRCT) indicated that students in two treatment schools outperformed students in two comparison schools overall and in reading, language arts, and math (see Graph 1). Teachers in all participating schools expressed positive attitudes towards Accelerated Math and Accelerated Reader.

**Graph 1: Schools using Accelerated Math, Accelerated Reader, and the Best Classroom Practices Excel**



(more information on back)

#### Main Findings

- Students in schools with high implementation of Accelerated Reader and Accelerated Math gained more on the CRCT than other students.
- Teachers in all participating schools expressed positive attitudes towards Accelerated Math and Accelerated Reader.

#### Demographics

Treatment/Comparison Group 1:

Urban, Title I, Pre-K–5

497–1,044 students

88–99% African American

92–96% Free or reduced-price lunch

Treatment/Comparison Group 2:

Rural, Title I, Pre-K– & K–5

343–403 students

1–3% African American

41–52% Free or reduced-price lunch

#### Researcher Background

Dr. Holmes and Dr. Brown are Professors in the Department of Educational Administration at the University of Georgia. Dr. Algozzine is a Professor in the College of Education at the University of North Carolina at Charlotte and Director of the Behavior and Reading Improvement Center.

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