

# Accelerated Reader® and Reading Renaissance® Lead to Increased Teacher Effectiveness

Summarized from: Topping, K.J., & W.L. Sanders. "Teacher Effectiveness and Computer Assessment of Reading: Relating Value-Added and Learning Information System Data." *School Effectiveness and School Improvement* 11, no. 3 (2000): 305–337.

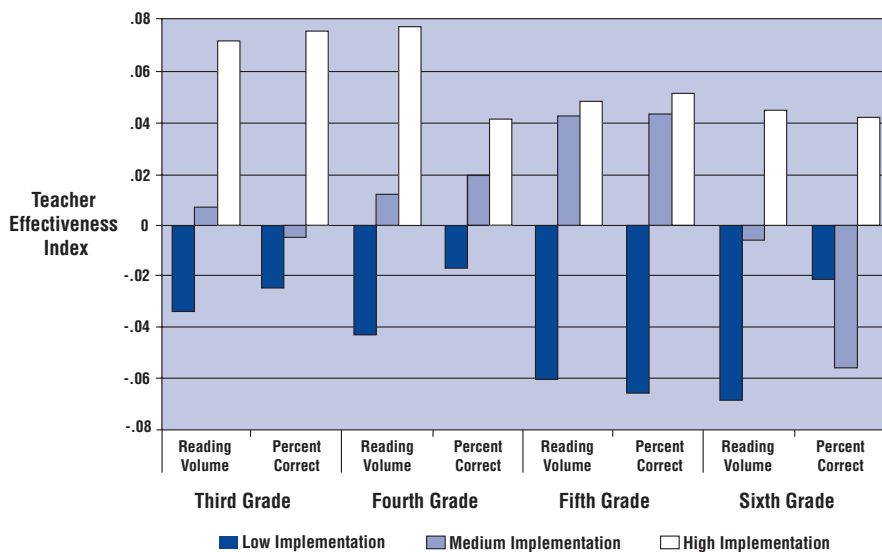
## Introduction

The goal of this large-scale study was to examine the relationship between the Tennessee Value-Added Assessment System (TVAAS) measures of teacher effectiveness and Accelerated Reader measures of quality and quantity of student reading practice. Additionally, researchers wanted to determine what classroom-level factors either accelerated or impeded reading comprehension improvement.

## Main Findings

- Quantity of student reading, as measured by Accelerated Reader points, is positively correlated with teacher effectiveness across all grades, as measured by TVAAS.
- Quality of student reading, as measured by percent correct on Accelerated Reader quizzes, is positively correlated with teacher effectiveness across all grades, as measured by TVAAS.
- Teachers who received Reading Renaissance training were significantly more effective than control teachers without training.

Teacher Effectiveness Increases as AR Implementation Improves



(more information on back)

PEER-REVIEWED

