

SCIENTIFIC RESEARCH

CASE STUDY

Mississippi Elementary School Documents Dramatic Gains in Reading and Library Circulation

Source: Madelyn Easterling, teacher.

Research conducted during the 1997–98 school year.

Introduction

The implementation of Accelerated Reader® reading management software and Reading Renaissance® teaching techniques helped teachers at Collins Elementary School achieve remarkable growth in reading levels. As shown in Graph 1, 172 of the students represented were reading below grade level at the beginning of the 1997–1998 school year. By the end of the year, only 85 of these students were reading below grade level. Library circulation also improved (see Graph 2).

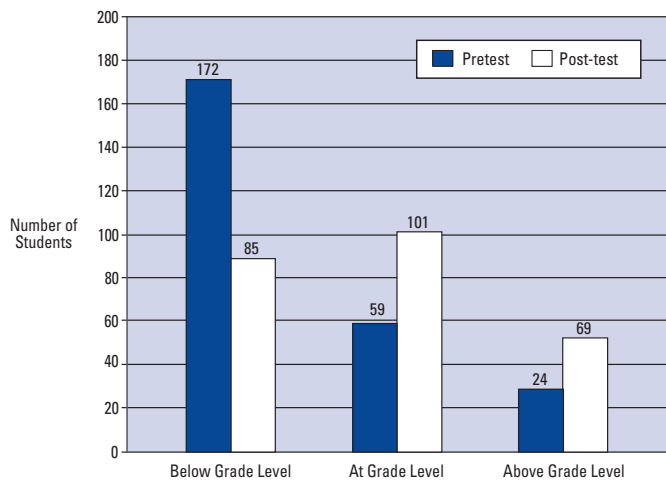
School Profile

Collins Elementary School
Students: 548, Grades K–4
Collins, Mississippi

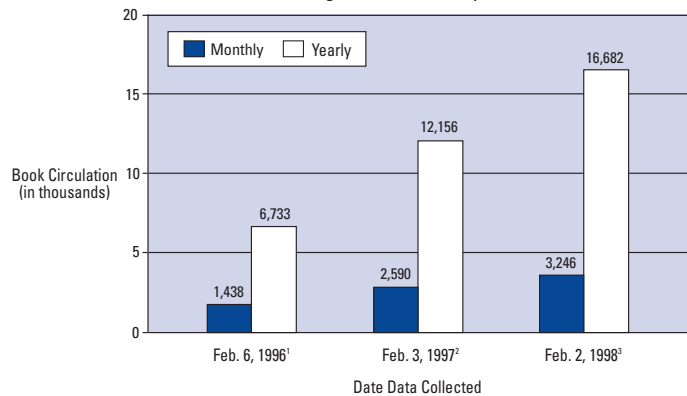
Educator Background

Madelyn Easterling teaches third grade at Collins Elementary. She has been using Accelerated Reader for six years and first became certified as a Model Classroom Teacher in January 1997. Madelyn attended Reading Renaissance training in spring 1996 and in spring 1997.

Graph 1: Student Reading Achievement Levels Improve Following Reading Renaissance Implementation (Collins Elementary 1997–98 Schoolwide STAR Reading® Growth Report)



Graph 2: Library Circulation Increases with Reading Renaissance Implementation



¹Indicates Accelerated Reader and Reading Renaissance used in grades 2–4.

²Indicates partial implementation of Reading Renaissance.

³Indicates schoolwide implementation of Reading Renaissance.

(more information on back)

