

CASE STUDY

Reading Growth Nearly Triples and Library Circulation Increases Through Extended Renaissance® Implementation

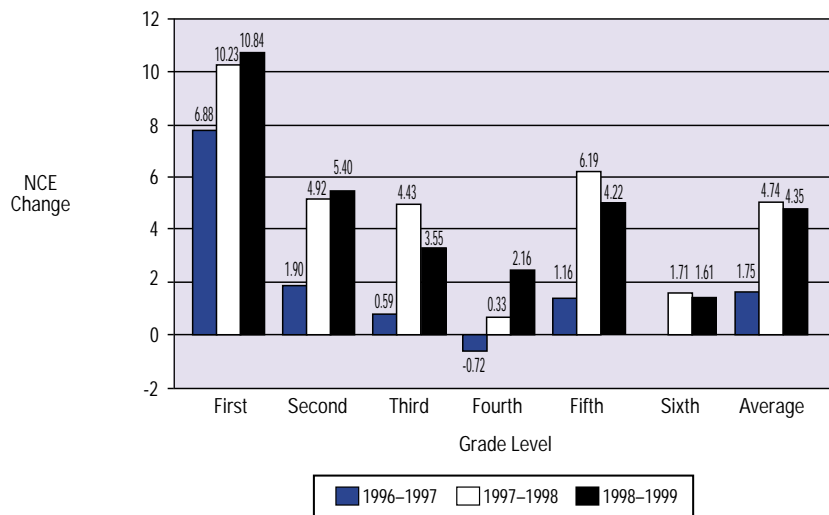
Source: Dixie Parton, librarian, and Ann Reynolds, principal

Research conducted during the 1998–1999 school year.

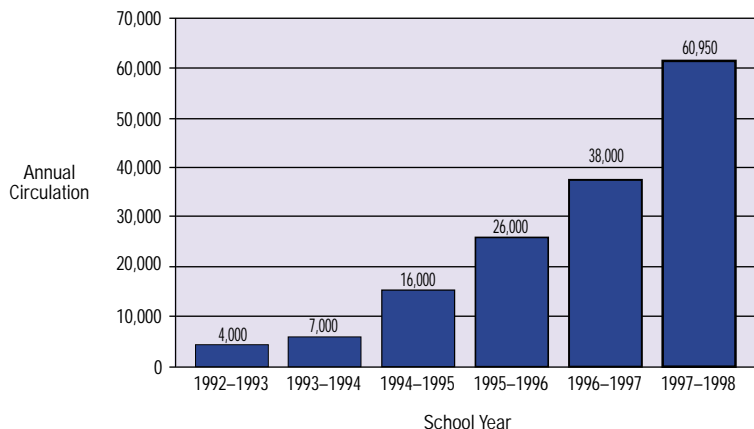
Introduction

The implementation of Reading Renaissance® led to reading achievement that increased 2–5 times and library circulation that increased 15 times at an Idaho elementary school.

Graph1: Normal Curve Equivalent (NCE) Increase After Implementation of Renaissance



Graph 2: Library Circulation Increases More than 15 Times



School Profile

Horizon Elementary School

Students: 650, Grades 1–6

Jerome, Idaho

Demographics:

Title I

ESL: 19%

Minorities: 20%

Free or reduced lunch: 61%

Educator Backgrounds

Dixie Parton is the librarian at Horizon Elementary School where **Ann Reynolds** is principal. Parton attended Reading Renaissance training during the 1996–1997 academic year, and Reynolds received Reading Renaissance training during 1997–1998. Both educators certified and recertified as Renaissance Model educators during the 1997–1998 and 1998–1999 school years.

(more information on back)

