

# SCIENTIFIC RESEARCH

## CASE STUDY

### Reading Renaissance Leads to Increased Test Scores

Source: Patricia Osborne, Reading Renaissance coordinator and Eve Adams, in-service coordinator  
Research conducted during the 1997–1998 school year.

#### Introduction

The implementation of Reading Renaissance helped Cottonwood–Oak Creek School District (COCSD) achieve positive and encouraging results on the Stanford 9<sup>1</sup> and STAR Reading assessments. At the same time, library circulation also increased.

#### School Profile

Cottonwood–Oak Creek School District  
Students: 2,389, Grades 2–8  
Cottonwood, Ariz.

#### Demographics

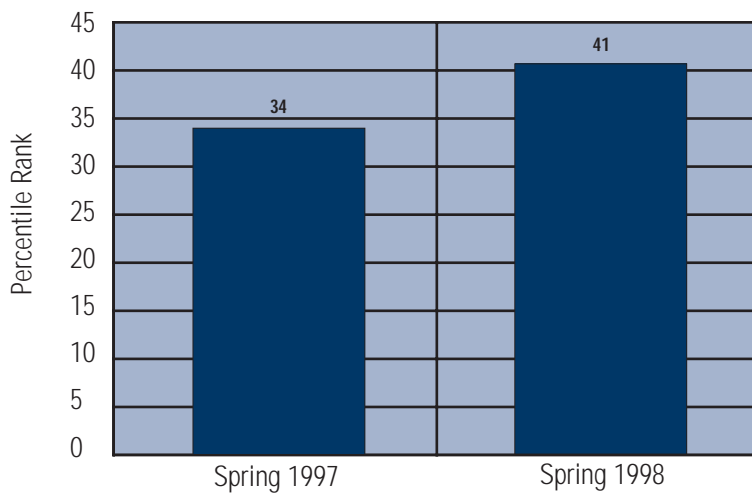
Limited English proficiency: 10%  
Free or reduced lunch: 55%  
Mobility: 31%

#### Educator Background

**Patricia Osborne** is the Reading Renaissance coordinator and Title 1 instructor for the Cottonwood–Oak Creek School District. She is also a member of the Arizona Action Research Team.

**Eve Adams** is a retired instructor in the gifted program. She is an in-service presenter during the year and chairperson of the Math Task Force.

Average Reading Percentile Rank on the Stanford 9  
Increases 7 Points in Just One Year



## Study Description

During the fall of 1997, Cottonwood–Oak Creek School District (COCS D) adopted Accelerated Reader (AR) and, in turn, Reading Renaissance into its two elementary and two middle schools.

One of the main goals for implementing Reading Renaissance was to assist the increasing number of Title I students in the district. COCS D also wanted to find the correlation between classroom reading practice and standardized test scores. Furthermore, the authors wanted to validate the theory that higher reading ability would improve mathematics scores. The study included data on approximately 850 students.

To support this research, STAR Reading and Stanford 9 assessments were used to measure the benefits of Reading Renaissance in the school district.

## Results

Since implementing Reading Renaissance, the following positive results were achieved:

- The mean reading percentile rank from the Stanford 9 increased 7 points between the spring 1997 and spring 1998 administrations.

- The number of students scoring at or above the 76th percentile in reading comprehension increased 6.6% between the spring 1997 and 1998 Stanford 9 administrations. The number that scored at or above the 76th percentile in math problem solving increased 5.1% during the same time.
- In the first four months of the 1997–1998 school year, STAR Reading GE scores showed an average increase of 6.5 in grades 2 through 8.
- From 1997 to 1998, the number of students in grades 2 through 5 who showed proficiency in writing increased from approximately 72% to 85%.
- District library circulation increased by 37%.

## Conclusion

Implementing Reading Renaissance techniques achieved positive results on standardized tests for COCS D. As a result, the district reorganized its Title I program to allow for maximum benefits and inclusion for its students. Because of their accomplishments, the district plans to continue its successful implementation of Reading Renaissance in the future.

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<sup>1</sup> Harcourt Assessment, Inc. (n.d.). *Stanford Achievement Test* (9th ed.). San Antonio, TX: Harcourt Assessment, Inc.



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