

SCIENTIFIC RESEARCH

CASE STUDY

Renaissance Implementation Narrows the Achievement Gap by More Than 50 Percent

Source: Dr. William Warren, Principal, Hobbton Elementary School

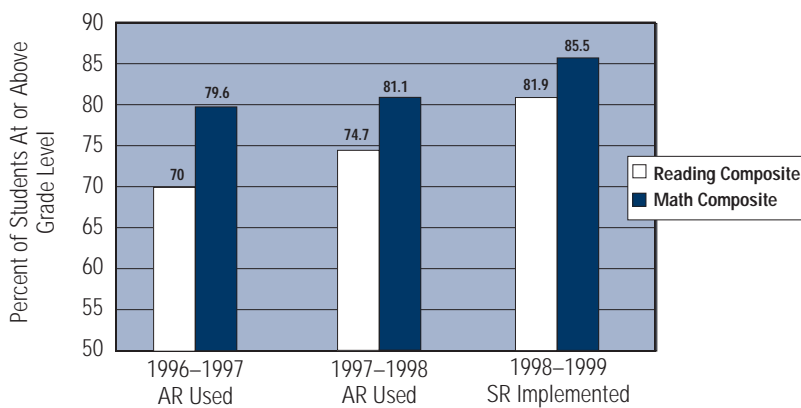
Research conducted during the 1998–1999 school year.

Introduction

Since implementing Reading Renaissance, Hobbton Elementary School scores on the North Carolina End-of-Grade state test topped those in the Sampson County School District for grades three through five, including an increase in both reading and math scores. What's more, the reading performance achievement gap between white and non-white ethnic groups decreased significantly. (See Graphs 1 and 2.)

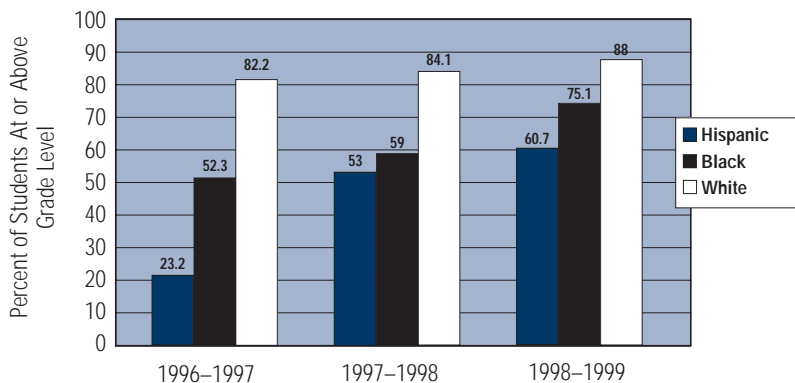
Graph 1

Percent of Students Achieving Proficiency Levels on the End-of-Grade State Test Climbs with School Renaissance Implementation



Graph 2

Renaissance Implementation Narrows the Achievement Gap in Reading Performance on the End-of-Grade State Test



Main Findings

- Accelerated Math improved the performance of students using both Accelerated Math and Everyday Math compared to students using only Everyday Math on the NALT and STAR Math.
- Accelerated Math classroom environments changed in ways associated with positive academic outcomes.

School Profile

Hobbton Elementary School
Students: 506, Grades K–5
Newton Grove, N.C.

Demographics

Rural
Title I
Mobility: 10–15%
ESL: 23%
Free or reduced lunch: 69%
Minorities: 50%

Educator Background

William Warren has been Hobbton Elementary School's principal since August 1997. He and his staff received Reading Renaissance professional development in May and October 1998, respectively. Dr. Warren received his doctorate in education from East Carolina University, in Greenville, N.C. in December 1998.

Study Description

Hobbton Elementary first started using Accelerated Reader (AR) in the fall of 1995. The staff later received Reading Renaissance professional development in May and October of 1998, which enabled them to use Renaissance techniques and best practices more effectively.

Results

Under North Carolina's education accountability system, schools are required to give the End-of-Grade (EOG) state tests each spring to students in grades three through eight. Since implementing Reading Renaissance, Hobbton Elementary's EOG reading and math composites surpassed those in the Sampson County School District two years in a row (1998 and 1999) for grades three through five. More than 200 Hobbton students take the EOG annually. Between the spring 1997 and spring 1999 test dates, the number of students achieving proficiency levels increased 6 percentage points in math and nearly 12 percentage points in reading. (See Graph 1.)

In addition, the achievement gap between the EOG reading performance of white and non-white ethnic minority groups narrowed from 59 to 27.3 percentage points for Hispanic students and from 29.9 to 12.9 percentage points for black students. Graph 2 displays these results representing overall reductions of 54 and 57 percent, respectively, in the differences between the reading performance of white, Hispanic, and black students.

Conclusion

The implementation of Reading Renaissance resulted in Hobbton Elementary's students in grades three through five to lead the district in reading and math performance for the 1997–1998 and 1998–1999 school years on North Carolina's EOG state test. It also narrowed the reading performance achievement gap between white and non-white ethnic groups by more than 50 percent.



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