

SCIENTIFIC RESEARCH

CASE STUDY

Reading Gains Reported at Indiana Middle School

Source: Matthew Lind, teacher, Heritage Middle School
Research conducted during the 1997–1998 school year.

Introduction

Because of their use of Reading Renaissance, sixth grade students of varying ability levels at Heritage Middle School achieved an average reading growth of 1.5 years during the 1997–1998 school year.

1997–1998 Growth in Sixth Grade Reading Ability Heritage Middle School

Initial Ability Level (GE) ¹	Number of Students	Growth in GE
Low (0-4.9)	18	1.8
Medium (5.0–6.9)	60	1.5
High (7.0+)	47	1.4
Total	125	1.5

¹GE stands for grade equivalent.

School Profile

Heritage Middle School
Middlebury, Indiana
Students: 850, Grades 6–8

Educator Background

Matthew Lind currently teaches five sections of sixth-grade reading to 125 students at Heritage Middle School in Middlebury, Indiana. He has been teaching reading and language arts at Heritage for six years, has been using Accelerated Reader for five years, and was trained in Reading Renaissance three years ago. Matthew was first certified as a Model Classroom Teacher in 1996 and has been an Associate Renaissance Consultant for two years.

Study Description

Lind tested all 125 of his sixth-grade reading students with STAR Reading at the beginning and end of the 1997–1998 school year. In order to show reading growth across varying levels of reading ability, he grouped his large sample of students into low-, medium-, and high-level readers, according to their STAR Reading scores from fall 1997. Throughout the entire school year, Reading Renaissance was implemented.

Results

These 125 students obtained, within one school year, an average reading growth of 1.5 years. Lower ability students achieved higher gains than medium or high ability students—1.8 vs. 1.5 and 1.4 grade equivalent (GE) respectively. (See table.) In addition, students obtained gains of 6 percentile rank (PR) points and 3.8 normal curve equivalent (NCE) points.

Conclusion

The results from Lind’s class demonstrate a fundamental outcome of reading practice: all students improve with the implementation of Reading Renaissance, and larger gains are more likely to occur with lower-ability readers.



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