

# SCIENTIFIC RESEARCH

## CASE STUDY

### Reading Renaissance® Attributed to Above-Average Reading Growth in a Texas School

Source: Katie Bolen, teacher, McCamey Primary School

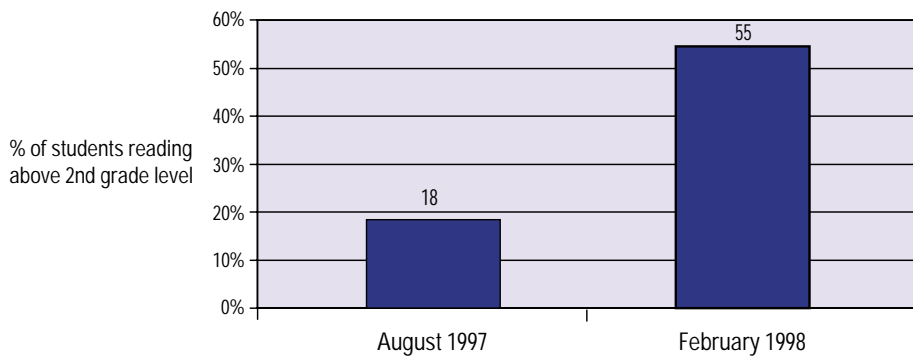
Research conducted during the 1997–1998 school year.

#### Introduction

The implementation of Reading Renaissance had a positive effect on the reading growth of second-grade students.

In just six months, students experienced 1.5 years growth as identified by the instructional reading level. Similar above-average growth occurred with all groups of students, including those with low socio-economic status and those reading below grade level.

Number of Students Reading Above Grade Level Triples in Six Months



#### School Profile

McCamey Primary School

McCamey, Texas

#### Educator Background

**Katie Bolen** teaches second grade at McCamey Primary School in McCamey, Texas, and is a graduate student at Sul Ross University in Alpine, Texas. She was first certified as a Model Classroom Teacher in April, 1996, and has re-certified every year since then. McCamey's Primary, Middle, and High Schools have all been certified as Model Schools and were recognized as Renaissance Learning's first Model District in 1998.

(more information on back)

## Study Description

Bolen pretested each of her 38 second- grade students with STAR Reading® in August, 1997, and post-tested them in February, 1998. During this 6-month period, she incorporated many Reading Renaissance® techniques into her curriculum: (1) Providing students with 60 minutes of reading practice each day, (2) having students read library books within their Zone of Proximal Development (ZPD), (3) teaching 15-minute mini-lessons, and (4) testing students with Accelerated Reader® quizzes.

Three hypotheses were tested for this study:

1. No significant gain in reading ability would occur between the pre- and post-tests.
2. Students from low socio-economic (SES) backgrounds would gain less in reading ability than the rest of the group.
3. Students reading below grade level would gain less in reading ability than the rest of the students.

## Results

The first hypotheses was rejected. During the 6-month period, the 38 students experienced above-average reading growth of: 1.5 years in instructional reading level (IRL), 6 percentile ranking (PR) points, and 3.2 normal curve equivalent (NCE) points. These gains are significant.

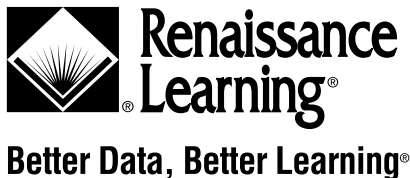
The second hypotheses was rejected. Of the 38 students, 23 were identified as coming from low SES backgrounds. The 23 low SES students gained, in GE terms, 7.9 months of reading growth compared to 7.6 months for the rest of the class. Also, the low SES students gained 1.4 years in IRL versus 1.3 years for the other students.

The third hypotheses was rejected. The 16 students who were reading below grade level at the beginning of the study averaged 1.8 years of reading growth in IRL and 8.4 months of growth in GE. This growth surpassed that of the students who were reading at or above grade level. The 22 more advanced readers gained an average of 1.1 years in IRL and 7.3 months in GE.

Finally, another noteworthy result was the percentage of students in the study who could read above a 2nd-grade level tripled from 18% in August, 1997, to 55% in February, 1998. Of this group of readers, 3 could read at the highest tested reading level of grade five.

## Conclusion

In just six months, the implementation of Reading Renaissance has improved the reading achievement for students at all ability levels.



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