

Nebraska Students Achieve Two Years' Growth in One Year

Sources: Becky Lechner, librarian, and Lanita Recob, teacher,
Coleridge Community School
Research conducted during the 1997–1998 school year.

Study Description

Accelerated Reader® was first installed at Coleridge Community School during the 1990–91 school year, and Reading Renaissance® was fully implemented in all elementary grades during the 1997–98 academic year. The adopted Reading Renaissance techniques included:

1. Increasing reading TWI (To, With, and Independently) time from 30 minutes to 60 minutes per day.
2. Using Reading Logs and taking Status of the Class every day.
3. Using STAR Reading® to assess each student's reading level and zone of proximal development (ZPD) for placement in appropriate books.
4. Setting reading goals with students and parents.
5. Offering incentives in the form of year-end parties and after-school readathons when students met class goals.

The Comprehensive Test of Basic Skills (CTBS) was administered to 52 students, grades three through six, in April 1997 and April 1998. The CTBS tested reading, language arts, and mathematics.

Results

The 1997 and 1998 CTBS scores reflected an average 2.1 years' general growth in one year for the 52 students. Reading improvements not only enhanced reading test scores but translated into improvements for language arts and mathematics as well.

School Profile

Coleridge Community School

Coleridge, Nebraska
Students: 230, Grades K–12

Demographics: Rural

Educator Backgrounds

Becky Lechner was the librarian and 1997–98 Accelerated Reader (AR™) coordinator for Coleridge Community School, a rural K–12 school with 230 students in Coleridge, Nebraska. She certified as a Reading Renaissance Model Librarian in January 1998. Becky is now teaching fourth grade at Elkhorn Valley School in Tilden, Nebraska.

Lanita Recob is a fourth-grade teacher and interim AR coordinator at Coleridge Community School. She certified as a Model Classroom teacher in December 1997. Coleridge Community School earned Model School Certification during the 1997–98 school year.

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