What Works Clearinghouse

ies INSTITUTE OF EDUCATION SCIENCES

Accelerated Reader™

Program Description[1]

Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students' reading skills through reading practice and quizzes on the books students read. The *Accelerated Reader*™ program calls for students to select and read a book and then take a computerized quiz based on the book's content and vocabulary. The computer software then provides teachers with information on the students' performance on the quiz, which allows teachers to monitor student progress and identify students who may need more reading assistance.

Research[2]

One study of *Accelerated Reader*™ that falls within the scope of the Adolescent Literacy review protocol meets What Works Clearinghouse (WWC) evidence standards, and one study meets WWC evidence standards with reservations. The two studies included 2,877 students from grade 4 to grade 8 who attended elementary and middle schools in Oregon and Texas.[3]

Based on these two studies, the WWC considers the extent of evidence for *Accelerated Reader*™ on adolescent learners to be small for reading fluency and medium to large for comprehension. No studies that meet WWC evidence standards with or without reservations examined the effectiveness of *Accelerated Reader*™ on adolescent learners in the alphabetics or general literacy achievement domains.

1. The descriptive information for this program was obtained from a publicly available source: the program's website (http://www.renlearn.com/ar/, downloaded August 2009). The WWC requests developers to review the program description sections for accuracy from their perspective. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review. The literature search reflects documents publicly available by July 2009.
2. The studies in this report were reviewed using WWC Evidence Standards, Version 2.0 (see the WWC Procedures and Standards Handbook, Chapter III), as described in protocol Version 2.0.
3. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

Effectiveness

Accelerated Reader™ was found to have no discernible effects on reading fluency or comprehension for adolescent learners.

	Alphabetics	*Reading fluency*	*Comprehension*	*General literacy achievement*
Rating of effectiveness	na	No discernible effects	No discernible effects	na
Improvement index[4]	na	Average: +7 percentile points	Average: +3 percentile points	na
	na	Range: +1 to +13 percentile points	Range: –2 to +10 percentile points	na

na = not applicable

Additional program information

Developer and contact

Developed by Judi and Terry Paul, *Accelerated Reader*™ is distributed by Renaissance Learning, Inc. Address: PO Box 8036, Wisconsin Rapids, WI 54495-8036. Email: answers@renlearn.com. Web: http://www.renlearn.com/ar/. Telephone: (800) 338-4204.

Scope of use

The *Accelerated Reader*™ software prototype was created in 1984. In 1992, research began to focus on best practices related to *Accelerated Reader*™. These efforts led to the development of the *Accelerated Reader*™ *Best Classroom Practices* (formerly called *Reading Renaissance*), first introduced to educators in 1996 through professional development seminars. According to the developers, more than 63,000 schools nationwide are using *Accelerated Reader*™ and Renaissance Learning's other reading programs in a wide variety of academic settings.[5]

Teaching

The recommended use of *Accelerated Reader*™ involves a dedicated 30- to 60-minute block of time for reading practice. Depending on the age and skill levels of the students, three activities may occur during a reading block: (1) reading texts to a child, (2) reading texts to a child using a paired-reading technique, or (3) independent reading by the child. As children develop decoding skills, they transition to guided independent reading. Initially, students take a norm-referenced, standardized measure of general reading achievement to determine their independent reading level. Then, students select books within a recommended readability range to read independently. After reading each book, students take a comprehension quiz and earn points based on the number of correct responses, the length of the book, and the readability level of the book. Teachers use data from the quizzes to monitor student progress, adjust students' reading ranges, or identify students who may need more reading assistance. Teachers use points to set individual student goals for the quantity and quality of student reading practice and to monitor each student's progress. Accumulation of points is intended to motivate student learning; teachers also may choose to implement a system of rewards, although Renaissance Learning does not recommend or require the use of extrinsic rewards.

4. These numbers show the average and range of student-level improvement indices for all findings across the studies.
5. Since April 2006, two versions of Accelerated Reader™ have been available: (1) *Accelerated Reader*™ *Enterprise* and (2) *Accelerated Reader*™ *Service Subscription*. According to the developer, *Accelerated Reader*™ *Enterprise* provides access to all of the more than 130,000 quizzes, "enhanced" reporting, a tool for school-to-home communication, and additional technical support (http://doc.renlearn.com/KMNet/R004109416GH6321.pdf, downloaded August 2009). *Accelerated Reader*™ *Service Subscription* requires customers to purchase individual quizzes.

Additional program information *(continued)*

Cost

The school version of *Accelerated Reader*™ software can be ordered for $4 a student per year with a one-time school fee of $1,599. This package includes Live Chat Support, access to the Renaissance Training Center, and two Getting Started Web Seminars. A package including professional development (AR 7.7 Enterprise Real Time Mentors Package) can be ordered for a one-time school fee of $2,899 and a $4 per student annual fee. This package includes six hours of web seminars, and three staff members have unlimited access to a Renaissance Coach for six months. If professional development is not purchased as part of a package (for example, the Real Time Mentors Package), it is available at an additional cost and can be customized in terms of length and mode of delivery (onsite, telephone/online, regional seminars). The average annual cost of full implementation, which may vary depending on school size and components implemented, ranges from $2,000 to $10,000 per school year.[6]

Research

A total of 318 studies reviewed by the WWC investigated the effects of *Accelerated Reader*™ on adolescent learners. One study (Bullock, 2005) is a randomized controlled trial that meets WWC evidence standards. One study (Nunnery & Ross, 2007) is a quasi-experimental design that meets WWC evidence standards with reservations. The remaining 316 studies do not meet either WWC evidence standards or eligibility screens.

Meets evidence standards

Bullock (2005) conducted a randomized controlled trial of students enrolled in grades 3–5 of an Oregon elementary school to examine the effects of *Accelerated Reader*™. Students in each of six classrooms were randomly assigned to either a treatment or a control group.[7] The WWC based its effectiveness ratings on findings from comparisons of 39 students who received *Accelerated Reader*™ and 43 control group students who received regular reading instruction, across grades 4 and 5.[8] The study reported student outcomes after 10 weeks of program implementation.

Meets evidence standards with reservations

Nunnery and Ross (2007) conducted a quasi-experiment that examined the effects of *Accelerated Reader*™ on students in grades 5 and 8 in Texas. Students who received *Accelerated Reader*™ in their schools were compared to students who did not receive *Accelerated Reader*™ in matched comparison schools. Study schools were matched on school performance, ethnic composition, English proficiency, poverty, and student mobility. The WWC based its effectiveness ratings on findings from two cohorts. Cohort 1 consisted of 912 grade 5 students in the 2000/01 school year: 442 were enrolled in one of nine intervention schools, and 470 were enrolled in one of nine comparison schools. Cohort 2 consisted of 891 grade 5 students in the 2001/02 school year: 437 were enrolled in one of nine intervention schools, and 454 were enrolled in one of nine comparison schools. Cohort 2 also included 482 grade 8 students in two intervention schools and 510 grade 8 students in two comparison schools.[9] The study reported student outcomes after two years of program implementation for the first cohort of students and after three years of implementation for the second cohort of students.[10]

6. The descriptive information for this program was obtained through communications with the developer.
7. Appendix A1.1 provides details on how this randomization was carried out.
8. Grade 3 students are excluded from the review because they fall outside the grade range of the Adolescent Literacy topic area; they will be included in the *Accelerated Reader*™ intervention report for the Beginning Reading topic area.
9. The intervention and comparison groups at grade 8 for cohort 1 were not shown to be equivalent at baseline and, therefore, were excluded from the review.
10. The study also reported student outcomes after one year of program implementation, which is reported in Appendix A4, but these findings were not used for the study ratings.

Research *(continued)*

Extent of evidence

The WWC categorizes the extent of evidence in each domain as small or medium to large (see the WWC Procedures and Standards Handbook, Appendix G). The extent of evidence takes into account the number of studies and the total sample size across the studies that meet WWC evidence standards with or without reservations.[11]

The WWC considers the extent of evidence for *Accelerated Reader*™ to be small for reading fluency and medium to large for comprehension for adolescent learners. No studies that meet WWC evidence standards with or without reservations examined the effectiveness of *Accelerated Reader*™ in the alphabetics or general literacy achievement domains for adolescent learners.

Effectiveness

Findings

The WWC review of interventions for Adolescent Literacy addresses student outcomes in four domains: alphabetics, reading fluency, comprehension, and general literacy achievement. The studies included in this report cover two domains: reading fluency and comprehension. Comprehension includes two constructs: reading comprehension and vocabulary development. The findings below present the authors' estimates and WWC-calculated estimates of the size and statistical significance of the effects of *Accelerated Reader*™ on adolescent learners.[12]

Reading fluency. Bullock (2005) reviewed findings in the reading fluency domain. The author did not find statistically significant effects of *Accelerated Reader*™ on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Oral Reading Fluency subtest across grades 4 and 5. The WWC-calculated average effect size across the two grades was not large enough to be considered substantively important according to WWC criteria (that is, an effect size of at least 0.25).[13]

Comprehension. Two studies reviewed findings in the comprehension domain. Bullock (2005) did not find statistically significant effects of *Accelerated Reader*™ on the Standardized Test for Assessment of Reading (STAR) across grades 4 and 5, or on the 4J Vocabulary test for grade 4. The WWC-calculated average effect size across the two grades was not large enough to be considered substantively important according to WWC criteria (that is, an effect size of at least 0.25). Nunnery and Ross (2007) reported positive and statistically significant effects of the intervention for grade 5 students and did not find statistically significant effects of the intervention for grade 8 students on the reading subtest of the Texas Assessment of Academic Skills (TAAS) test. However, in calculating statistical significance, the authors did not account for clustering within classrooms and used transformed student test scores.[14] In WWC calculations, based on untransformed scores that account for clustering, none of these effects were statistically significant, and the calculated average effect size was not large enough to be considered substantively important according to WWC criteria (that is, an effect size of at least 0.25).

11. The extent of evidence categorization was developed to tell readers how much evidence was used to determine the intervention rating, focusing on the number and size of studies. Additional factors associated with a related concept—external validity, such as the students' demographics and the types of settings in which studies took place—are not taken into account for the categorization. Information about how the extent of evidence rating was determined for *Accelerated Reader*™ is in Appendix A6.
12. The level of statistical significance was reported by the study authors or, when necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. For the formulas the WWC used to calculate the statistical significance, see WWC Procedures and Standards Handbook, Appendix C for clustering and WWC Procedures and Standards Handbook, Appendix D for multiple comparisons. In the case of Bullock (2005), no corrections for clustering or multiple comparisons were needed. In the case of Nunnery and Ross (2007), a correction for clustering was needed, so the significance levels may differ from those reported in the original study.
13. The WWC computes an average effect size as a simple average of the effect sizes across all individual findings within the study domain.
14. The authors reported that they transformed student test score data to induce normality on the test score distribution and to stabilize variances across schools and treatment groups.

Effectiveness *(continued)*

In summary, the two studies that examined outcomes within the comprehension domain showed indeterminate effects; that is, effects that are neither statistically significant nor large enough to be considered substantively important according to WWC criteria.

Rating of effectiveness

The WWC rates the effects of an intervention in a given outcome domain as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative. The rating of effectiveness takes into account four factors: the quality of the research design, the statistical significance of the findings, the size of the difference between participants in the intervention and the comparison conditions, and the consistency in findings across studies (see the WWC Procedures and Standards Handbook, Appendix E).

The WWC found *Accelerated Reader*™ to have no discernible effects for reading fluency or comprehension on adolescent learners

Improvement index

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each study and an average improvement index across studies (see WWC Procedures and Standards Handbook, Appendix F). The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. Unlike the rating of effectiveness, the improvement index is entirely based on the size of the effect, regardless of the statistical significance of the effect, the study design, or the analysis. The improvement index can take on values between –50 and +50, with positive numbers denoting favorable results for the intervention group.

The average improvement index for reading fluency is +7 percentile points (based on one study), with a range of +1 to +13 percentile points across findings. The average improvement index for comprehension is +3 percentile points across two studies, with a range of –2 to +10 percentile points across findings.

Summary

The WWC reviewed 318 studies on *Accelerated Reader*™ for adolescent learners. One of these studies meets WWC evidence standards, and one study meets WWC evidence standards with reservations; the remaining 316 studies do not meet either WWC evidence standards or eligibility screens. Based on the two studies, the WWC found no discernible effects in reading fluency and comprehension for adolescent learners. The conclusions presented in this report may change as new research emerges.

References

Meets WWC evidence standards

Bullock, J. C. (2005). Effects of the *Accelerated Reader* on the reading performance of third, fourth, and fifth-grade students in one western Oregon elementary school (Doctoral dissertation, University of Oregon). *Dissertation Abstracts International, 66*(07A), 56–2529.

Meets WWC evidence standards with reservations

Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools, 14*(1), 40–59.

Additional source:

Nunnery, J. A., Ross, S. M., & Goldfeder, E. (2003). *The effect of School Renaissance on TAAS scores in the McKinney ISD*. Memphis, TN: Center for Research in Educational Policy.

Studies that fall outside the Adolescent Literacy review protocol or do not meet WWC evidence standards

Alvermann, D. E., & Rush, L. S. (2004). Literacy intervention programs at the middle and high school levels. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice*

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(pp. 210–227). New York: Guilford Press. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Anderson, A. (2000). *Implementation of the* Accelerated Reader *computerized management program*. Unpublished master's project, University of Wisconsin–La Crosse. The study is ineligible for review because it does not use a comparison group.

Anderson, D. (1995). *The implementation of the* Accelerated Reader *computerized reading management program*. Unpublished master's thesis, College of St. Scholastica, Duluth, MN. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Anderson, D. K., & Lawrence, C. B. (1995). Accelerated Reader: *A supplemental reading program tool to enhance student performance and motivate children to read at Bancroft School, grades 3–6, Minneapolis Public Schools*. Unpublished master's thesis, Mankato State University, MN. The study is ineligible for review because it does not use a comparison group.

Anderson, J. R. (2001). *The impact of the* Accelerated Reader *program on student's [sic] learning, motivation, and attitude towards reading*. Unpublished master's thesis, State University of New York College at Brockport. The study is ineligible for review because it does not use a comparison group.

Apthorp, H. S., Dean, C. B., Florian, J. E., Lauer, P. A., Reichardt, R., & Snow-Renner, R. (2001). *Standards in classroom practice: Research synthesis*. Aurora, CO: Mid-Continent Research for Education and Learning. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Arkebaure, C., MacDonald, C., & Palmer, C. (2002). *Improving reading achievement through the implementation of a balanced literacy approach*. Unpublished master's research project, Saint Xavier University, Chicago, IL. The study is ineligible for review because it does not use a comparison group.

Bailey, C. (2007). Winning the *Accelerated Reader* game: The effects of student choice and peer sharing on attitudes toward independent reading in an *Accelerated Reader* program. In D. A. McAllister & S. C. Fritch (Eds.), *Culminating experience: Action research projects* (Vol. 8, part 1, spring 2006, pp. 15–48). Chattanooga, TN: University of Tennessee at Chattanooga. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Barrett, K., & Kreiser, D. (2002). *Improving student attitude and achievement in reading through daily reading practice and teacher intervention strategies*. Unpublished master's thesis, Saint Xavier University, Chicago, IL. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.

Barsema, M., Harms, L., & Pogue, C. (2002). *Improving reading achievement through the use of multiple reading strategies*. Unpublished master's thesis, Saint Xavier University, Chicago, IL. The study is ineligible for review because it does not use a comparison group.

Barton, J. O. (2000). A comparison of the effect of basal reading with *Accelerated Reader* to basal reading without *Accelerated Reader* on fifth-grade reading comprehension achievement scores (Doctoral dissertation, The University of Mississippi). *Dissertation Abstracts International, 61*(08A), 78–3105. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.

Battraw, J. L. (2002). *The hidden messages of secondary reading programs: What students learn vs. what teachers teach*. Unpublished master's thesis, Arizona State University, Tempe. The study is ineligible for review because it does not use a comparison group.

Belgarde, K. A. (1999). Accelerated Reader *motivates English as a second language students to read*. Unpublished master's thesis, Minnesota State University–Moorhead.

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The study is ineligible for review because it does not use a comparison group.

Bielby, L. (2005). Accelerated Reader *student reading program: An investigative study of student reading level growth as affected by the* Accelerated Reader *reading program*. Unpublished field study, Northwest Missouri State University, Maryville. The study is ineligible for review because it does not use a comparison group.

Biggers, D. (2001). The argument against *Accelerated Reader. Journal of Adolescent & Adult Literacy, 45*(1), 72–75. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Blair, H. B. (2006). *Teachers' perceptions of their preparation to choose and implement effective methods for teaching emergent readers*. Unpublished doctoral dissertation, East Tennessee State University, Johnson City. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Blanchard, K. M. (1996). *The comparison study of the* Accelerated Reader *program usage and reading comprehension gains*. Unpublished master's thesis, Mankato State University, MN. The study is ineligible for review because it does not use a comparison group.

Bobo, J. C. (2001). *A comparison of two uses of the* Accelerated Reader *program*. Unpublished doctoral dissertation, Clemson University, SC. The study is ineligible for review because it does not use a comparison group.

Bodeau, A. W. (2001). *A study of fifth grade student attitudes toward the* Accelerated Reader *program in the Osseo, Minnesota school district*. Unpublished master's thesis, St. Cloud State University, MN. The study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Bohlander, C. C. (2006). *The effects of* Accelerated Reader *on reading comprehension*. Unpublished master's thesis, Northern State University, Aberdeen, SD. The study does not meet WWC evidence standards because it uses a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Bolt, D. (2004). *HLM analysis of effect of Reading Renaissance implementation on various reading curricula*. Wisconsin Rapids, WI: Renaissance Learning. The study is ineligible for review because it does not use a comparison group.

Bolt, D. (2005). *Reading Renaissance and Math Renaissance predict state test score performance: Independent analysis*. Wisconsin Rapids, WI: Renaissance Learning. The study is ineligible for review because it does not use a comparison group.

Bonebrake, J. C. (2001). Accelerated Reader *program helps students improve reading skills and reading comprehension*. Unpublished research project, Northwest Missouri State University, Maryville. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Bork, R. D. (1999). The effectiveness of the *Accelerated Reader* program on improving student instructional reading levels as measured by the standardized test for assessment of reading (Doctoral dissertation, Saint Louis University). *Dissertation Abstracts International, 60*(08A), 99–2854. The study is ineligible for review because it does not use a comparison group.

Borman, G., & Dowling, N. M. (2004). *Testing the Reading Renaissance program theory: A multilevel analysis of student and classroom effects on reading achievement*. Madison, WI: University of Wisconsin–Madison. The study is ineligible for review because it does not use a comparison group.

Bowers, L. K. (2002). *The effect of* Accelerated Reader *on students' reading levels*. Unpublished master's thesis, Shenandoah University, Winchester, VA. The study is ineligible for review because it does not use a comparison group.

Bowling, B. L. (2001). *The relationship of the recreational reading habits and book selection practices of fifth grade students involved in the* Accelerated Reader *program*. Unpublished educational specialist's thesis, Alabama State University,

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Montgomery. The study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

Brantley, L. J. (2001). *Reading Renaissance teacher intervention strategies for student success: An action research study*. Unpublished educational specialist's thesis, Valdosta State University, GA. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.

Briggs, K. L., & Clark, C. (1997). *Reading programs for students in the lower elementary grades: What does the research say?* Austin, TX: Texas Center for Educational Research. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Brogan, J. A. (2001). *The effectiveness of* Accelerated Reader *on reading achievement and motivation of sixth grade students*. Unpublished master's thesis, University of California–Stanislaus. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.

Brown, C. A. (2001, November). *Using computers in the classroom to promote generative strategies for reading comprehension*. Paper presented at the 24th National Convention of the Association for Educational Communications and Technology, Atlanta, GA. The study is ineligible for review because it does not use a comparison group.

Bryant, W. E. (2008). Effect of the *Accelerated Reader* program on academic achievement (Doctoral dissertation, Northcentral University). *Dissertation Abstracts International, 69*(02A), 90–443. The study does not meet WWC evidence standards because it uses a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Calhoun, V. L. (2007). The effects of a supplemental program on the reading achievement of learning-disabled students (Doctoral dissertation, Capella University). *Dissertation Abstracts International, 68*(04A), 131–1238. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample includes less than 50% general education students.

Callard-Szulgit, R. (2005). *Teaching the gifted in an inclusion classroom: Activities that work*. Lanham, MD: Scarecrow Education. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Campbell, J. P. (2000). A comparison of computerized and traditional instruction in the area of elementary reading (Doctoral dissertation, University of Alabama). *Dissertation Abstracts International, 61*(03A), 77–952. The study is ineligible for review because it does not use a comparison group.

Carlson, R. V. (2003). *Follow-up study of rural schools implementing CSR programs in the Southwest. Research report*. Austin, TX: Southwest Educational Development Laboratory. The study is ineligible for review because it does not use a comparison group.

Castillo, D. (2002). *Effect of* Accelerated Reader *on the reading comprehension of third-grade students*. Unpublished master's thesis, California State University–Dominguez Hills. The study is ineligible for review because it does not use a comparison group.

Chaney, C. W. (2002). *An investigation of the relationships between* Accelerated Reader *and other factors and value-added achievement in Tennessee public schools*. Unpublished doctoral dissertation, University of Tennessee–Knoxville. The study does not meet WWC evidence standards because it uses a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Cherry, S. R. (2001). *An examination of the effects of* Accelerated Reader *and repeated reading on the reading fluency of third grade students reading below grade level*. Unpublished master's thesis, University of Idaho, Moscow. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.

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Compton, C. L. (2001). *Integrating literature discussion groups with sustained silent reading to increase fifth grade reading comprehension*. Unpublished master's thesis, Boise State University, ID. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.

Conley, D. (1997). *Effect of* Accelerated Reader *program on the reading achievement of third-grade students*. Unpublished master's thesis, University of Tennessee at Martin. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.

Conrath, R. A. (2007). A comparative study for the effects of a supplemental reading program on eighth-grade students' reading comprehension growth (Doctoral dissertation, University of South Carolina). *Dissertation Abstracts International, 69*(01A), 82–86. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.

Cousin, S. L., Klotz, J. J., & Kiick, C. A. (2000). *An analysis of one school's attempt to combat white flight*. Bowling Green, KY: Mid-South Educational Research Association. The study is ineligible for review because it does not use a comparison group.

Cristancho, S. J. (2003). *Computer based reading programs: A comparison of the* Academy of Reading *program and the* Accelerated Reader *program*. Unpublished master's thesis, Maryville University of Saint Louis, MO. The study is ineligible for review because it does not use a comparison group.

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Dickerson, K. A. (2005). The relationship between *Accelerated Reader* points and postsecondary education admission factors (Doctoral dissertation, Wilmington College). *Dissertation Abstracts International, 66*(07A), 145–2530. The study is ineligible for review because it does not use a comparison group.

Dinner, L. (2003). *The use of* Accelerated Reader *software to increase reading motivation in students with disabilities*. Unpublished master's thesis, University of Kansas, Lawrence. The study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

DiSalle, K. L. (2005). *Using* Accelerated Reader *within an inclusive reading program*. Unpublished master's thesis, University of Toledo, OH. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

Doolittle, C. R. (1992). *A study of the effects and attitudes of fourth grade students using a computer assisted incentive reading program*. Unpublished master's thesis, University of Dayton, OH. The study is ineligible for review because it does not use a comparison group.

DuVall, K. B. (2002). *Increasing student achievement through the use of a reading strategy* Accelerated Reader: *An action research project*. Unpublished educational specialist's thesis, Valdosta State University, GA. The study is ineligible for review because it does not use a comparison group.

Eaton, D. D. (2003). *The effects of* Accelerated Reader *on reading achievement*. Maryville, MO: Northwest Missouri State University. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.

Education Commission of the States. (1999). Accelerated Reader. Denver, CO: Author. The study is ineligible for review because it is not a primary analysis of the effectiveness of an intervention, such as a meta-analysis or research literature review.

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