

# How to Read Implementation Status and Progress Reports for Reading

Both the Reading Implementation Status Report and Reading Implementation Progress Report reflect the success with which your school is implementing Renaissance solutions. In this document, we'll help you analyze the information in these reports so you can make data-driven decisions.

## Key Indicators

Among the data in these reports, there are four key indicators. Focus your attention on these indicators to get the best idea of how your school is implementing Accelerated Reader.

As you begin to implement Renaissance solutions, you'll want to work toward the goals listed below for each of these indicators. Don't expect to see these results in the first year of implementation, but use them as goals to gauge when you've reached full implementation.

Key Indicators	Goal at Full Implementation
Average percent correct on Reading Practice Quizzes	85%
Percent of students scoring above 85% on quizzes	90%
Percent of expected points	80–90%
Implementation index	80%

Let's take a look at each of these indicators in more detail.

## Percent Correct: The most important indicator

The most important numbers on these reports relate to percent correct. Percent correct shows you how well students are scoring on Accelerated Reader Reading Practice Quizzes—how well they are comprehending what they read. Years of extensive research have shown that percent correct relates more closely to growth in reading than any other number.

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## What to look for

We look at percent correct in two ways:

1. **The average percent correct itself.** Individual students should average 85 percent correct or higher. Teachers should work with struggling students so that they maintain averages of 90 percent or higher.

If the average for a group of students is 85 percent correct, it means that many students are scoring below 85 percent. So aim for a class, school, or district average that's higher than 85 percent correct. Moreover, students who maintain a higher average, such as 90 or 93 percent, show even greater growth in reading.

2. **The percentage of students scoring above 85 percent correct.** Ideally, 100 percent of students will have averages above 85 percent correct. While perfection is not possible, at least 90 percent of students should be scoring above 85 percent correct.

## When percent correct is low

If students are not maintaining an average percent correct of at least 85, check first that teachers are monitoring students' reading by using Status of the Class. Status of the Class is a 30-second to one-minute daily conversation between a teacher and each of her students about the book each student is reading. This practice has proven to be singularly important to successful implementations.

Here are other practices to check if students are not maintaining averages of at least 85 percent correct:

- Are students encouraged to do their best on Reading Practice Quizzes?
- Do students know their zones of proximal development (ZPDs)?
- Are books labeled so that students can easily find books within their ZPDs?
- Are students reading books within their zones?

## Points

Points are a measure of the quantity of student reading. Books are assigned points based on length and difficulty. **Expected points** are figured by combining the amount of time scheduled for reading and students' reading levels.

For example, if a class has an average grade-equivalent score of 3.5 and spends 45 minutes on daily reading practice, the Accelerated Reader Goal-Setting Chart shows that, on average, students can be expected to earn two points per week, or 12 points in a 6-week period.

### **What to look for**

Look for a percent of expected points of between 80 and 90 when Renaissance is fully implemented.

### **When percent of expected points is low**

If students have a low percentage of expected points—below 80 percent—check first to see how much reading practice they are scheduled to get. Students should have daily reading practice of at least:

- 60 minutes — K–5 or students reading below grade level
- 45 minutes — Middle school
- 30 minutes — High school

Then make sure that students are spending their practice time reading books in their ZPDs—in other words, that they are spending their time on task.

## **Implementation Index**

The **implementation index** is a measure that combines the quality and quantity of student reading practice. It results from multiplying:

percent of students above 85% correct × percent of expected points

The implementation index gives you a good overall picture of students' progress in reading.

Here's an example of how the implementation index works:

- Lincoln School has 62 percent of students averaging above 85 percent correct.
- Lincoln School students have earned 72 percent of expected points.
- $62 \text{ percent} \times 72 \text{ percent} = 45 \text{ percent}$ . Lincoln School has an implementation index of 45 percent.

### **What to look for**

When Renaissance solutions are fully implemented, the implementation index should be about 80%.

## Tips for Reviewing Reports

It takes time to learn to interpret reports well and use the data to improve instruction. You will get better at it the longer you do it. Remember, too, that reports are the starting point. To see results, you must take action based on the information.

- **Read with a highlighter in hand.** Highlight areas of greatest concern.
- **At first, focus on the percentage of students above 85 percent correct.** Once you see good progress on this indicator, you can begin to pay attention to the percentage of expected points and the implementation index.
- **Look for interrelationships in the information.** For example, you may notice that a class with a low average percent correct has a low percentage of fiction—say, 80 percent. Students who are reading 20 percent nonfiction are reading a lot of nonfiction, and nonfiction is generally harder to read than fiction. Have students been taught strategies for reading nonfiction?
- **Seek out additional information to understand low scores.** Observe classes in which students have low scores. Gather the Diagnostic and Student Record Reports from classes with low scores to get more information about student performance.

## What to do with the data

Remember: Data alone will not improve student performance. Data combined with action improves results! Here are tips for converting information into interventions:

- **Note strengths.** Which teachers or grades are doing especially well? What are these teachers doing?
- **Celebrate progress.** Reports almost always show areas to be concerned about, and the concerns are important and require action. But over time, reports almost always show improvements. Success for both teachers and students is the most important motivator as well as the most important goal. Draw attention to progress to create a culture that inspires more success.
- **Build sustainability.** Provide opportunities for teachers to collaborate. Identify teachers who can act as mentors for teachers who are struggling. Be specific about strategies that foster success. For example, teachers who use Status of the Class every day almost always have better results than teachers who do not use it daily. Figure out what types of additional training will address the concerns you have.

# Glossary

**Average percent correct:**

Reflects students' scores on AR Reading Practice Quizzes.

**Points:** A measure of reading quantity

**Implementation index:** The result of multiplying the "Percent of Students Above 85% Correct" by the "Percent of Expected Points." In other words, the implementation index is a measure that combines quality and quantity of reading practice.

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