This informational report on Accelerated Reader, a learning information system which provides educators with accurate, current data for every student in every class, was submitted to the superintendent of South Bay Union School District in Imperial Beach, California by the assistant superintendent. The report documents the academic gains made in reading as a result of the adoption of the School Renaissance Academic Improvement Process over the 1999-2000 school year. The document is divided into two sections: the independent report, just mentioned and public records. The document is reading, spelling, and language arts Stanford 9 scores, district Academic Performance Index (API) information, and demographic profiles by school. The Stanford 9 scores demonstrate the significant growth achieved by every school in the district since adopting the School Renaissance Academic Improvement Process. The report explains that Reading Renaissance is the reading component of School Renaissance as it motivates students to read, increases the amount of time students spend practicing reading, helps teachers effectively guide student reading practice, and also helps teachers place students in what is called their zone of proximal development or ZOD. (NKA)
South Bay Union School District
Imperial Beach, California

Informational Report
on Accelerated Reader
Introduction

The following independent report (see pages 2–5) was submitted to the superintendent of South Bay Union School District by the assistant superintendent. It documents the academic gains made in reading as a result of the adoption of the School Renaissance Academic Improvement Process over the 1999–2000 school year. The second section (see pages 6–9) presents publicly-available reading, spelling, and language arts Stanford 9 scores, district Academic Performance Index (API) information, and demographic profiles by school. The Stanford 9 scores demonstrate the significant growth achieved by every school in the district since adopting the School Renaissance academic improvement process.

Reading Renaissance is the reading component of School Renaissance. Reading Renaissance motivates students to read, increases the amount of time students spend practicing reading, and helps teachers effectively guide student reading practice. Reading Renaissance also helps teachers place students in their zone of proximal development (ZPD), or appropriate reading level. All of these tasks are managed through the use of two learning information systems, Accelerated Reader and STAR Reading, which provide educators with accurate, current data for every student in every class.
TO: Richard Thome, District Superintendent
FROM: Johanna Vetcher, Ed.D., Assistant Superintendent, Instruction
SUBJECT: Informational Report on Accelerated Reader

BACKGROUND INFORMATION:

South Bay Union School District initiated the Accelerated Reader Program during the summer of 1999. Staff and students have implemented the program throughout the 1999-2000 school year and have reported great successes. All certificated teachers were trained for one day on program information and one day of hands-on training by Advantage Learning staff.

The Accelerated Reader Program is an innovative computerized learning information system that provides teachers with creative means of motivating every student to dramatically increase reading practice. Increased reading practice brings increases in reading scores. The program is easy to learn, easy to use, and places no additional administrative burden on teachers. It frees teachers to do what they do best — teach. Students use the program by reading a book of their choosing, at their reading level. They then take a short book quiz on the computer. The computer scores the quiz, assigns the student a certain number of points (depending on the difficulty of the book and the score attained), and keeps a personal record.

Included as part of the Accelerated Reader learning system is the companion STAR Reading Program. STAR Reading is a computer-adaptive assessment tool that makes it easy to place individual students in appropriate instructional levels throughout the school year and to move them up as their reading scores increase. In just 10 minutes at a computer, a child's instructional level and grade equivalency can be determined, with results that are returned immediately.

As an added feature of the program, the District receives a bi-monthly newsletter, Renaissance News, which features detailed articles on classroom management, motivational ideas, sources of funds, library management, and other aspects of the Renaissance Program.

CURRENT CONSIDERATIONS:

During the 1999-2000 school year the Accelerated Reader Program was implemented in various stages at individual grade levels at all twelve schools. Teachers and students in grades 3-6 readily embraced the program discovering positive effects on student habits and achievement. By October of 1999, many teachers reported anecdotal experiences, student progress and commentaries from both students and parents.

Grace Giese, 6th grade teacher at Nicoloff School comments, "The Accelerated Reader Program is about the best thing that has happened to the South Bay Union School District since I started here."
The Administration of the District has also noticed significant changes in students after implementing Accelerated Reader. Steve Baity, Principal at Berry School comments, "a father called me and said his son was reading at the dinner table, in the bathroom, and on the way to church, 'What did you do to my kid?'"

Lynda Malek, Co-Principal at Nicoloff School, says, "It's not just that the kids are enjoying reading but they are recognizing their success. Their self-esteem is increasing and they're happy students."

It would be safe to assume that after a year of implementation of the AR program, it has in some way influenced student achievement as evidenced by the SAT 9 results. (Exhibit A) Overall test results for 2000 show a marked improvement over 1999 results on SAT 9 at almost all grade levels.

Matched results show that students who used Accelerated Reader gained significantly in Reading achievement over their previous years’ scores. Students gained on average 6-12 National Percentile Ranks (Exhibit B).

Additional indicators of student successes show that during the 1999-2000 school year, students read over 360,577 books and accumulated 258,096 points, while participating in 1,850,000 additional hours of independent reading.

Throughout the school year teachers and schools have been recognized for their exceptional implementation of the Accelerated Reader Program through the Renaissance Model Certification Program. This program requires teachers to implement Accelerated Reader successfully for a minimum of six weeks with fewer than 10% of the class identified at-risk and appropriately reading at their instructional level. Teachers and students reaching model classroom status not only are recognized for their accomplishment, but receive great benefits from Advantage Learning, including a $100 voucher for Renaissance merchandise, a 2-for-1 training voucher, a handsome customized certificate, a Renaissance Model Educator T-shirt, a classroom pennant and more! Those recognized as Model Classroom Teachers include:

Jeanne Adams-Sherwood, Emory School
Kimberly Ansara, Mendoza School
Melinda Baker, Nicoloff School
Beau Barnum, Mendoza School
Adriana Ham, Nicoloff School
RošeAnn Hernandez, Emory School
Michael Heylman, Emory School
K. C. Kinnamon, Emory School
Rene Loaiza, Nicoloff School
Judy Longfellow, Emory School
Silvia Miranda, Nicoloff School
Michael Poteet, Howard Pence School
SOUTH BAY UNION SCHOOL DISTRICT
READING SAT-9 1999-2000 COMPARISON

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EXHIBIT A
### SAT-9 TOTAL READING NATIONAL PERCENTILE RANK MATCHED SCORES 1999-2000

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### TOTAL READING NPR AVERAGE MATCHED SCORES

![Bar chart showing NPR averages for grades 2 to 6, comparing 1999 and 2000.](chart.png)
# South Bay Union School District, Imperial Beach, California

## Reading, Language, and Spelling Stanford 9 Scores


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<thead>
<tr>
<th>School</th>
<th>Grade 2</th>
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<td>1998–1999</td>
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<td>45 53 46</td>
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<td>District 1999–2000</td>
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<td>43 46 47</td>
<td>41 47 40</td>
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<td>32% 21% 33%</td>
<td>12% 5% 18%</td>
<td>10% 11% 16%</td>
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South Bay Union School District
Imperial Beach, California

Academic Performance Index (API) Information

In California public education, the Academic Performance Index (API) is the core of the statewide accountability system. The API is a sum of weighted scores for the five subjects on the Stanford 9 standardized test. The California Department of Education (CDE) annually calculates APIs for California schools and publishes school rankings based on these indices. Schools that meet their API improvement goals are eligible for monetary awards up to $150 per student. If a school fails to meet its annual growth target rate, it may be required to participate in a state intervention program for underperforming schools.

The 1999 API is a numeric index (or score) between 200 and 1000, which reflects a school’s performance on the Stanford 9. The annual growth target for schools is 5% of the distance between a school’s API and the interim statewide performance target of 800. The 1999–2000 API growth reports for South Bay include each school’s 2000 Standardized Testing and Reporting (STAR) percent tested, 1999 API base score, 2000 API growth score, 1999–2000 growth target and actual growth, along with whether growth targets were met, and the school’s eligibility for awards under three programs.

Based on published state information for districts with ten or more schools, South Bay Union District with an API average growth of 90 ranked first statewide compared to districts with similar socio-economic characteristics and second compared to all districts. South Bay Union had the highest percentage of schools in the top 5% of schools eligible for awards based on API growth. In addition, 50% of South Bay Union schools finished in the top 5% based on API growth (see table below).

South Bay Union School District, Imperial Beach, California

1999–2000 API Growth Report

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<tr>
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<td>572</td>
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<td>106</td>
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<td>87</td>
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1 One other school district also had 50% of its schools make the top 5%.
2 Rank in terms of growth out of 4,176 schools eligible to receive awards. Imperial Beach was ineligible for awards.
* Schools that ranked in the top 5% of schools eligible for awards.
South Bay Union School District
Imperial Beach, California

School Profiles

Bayside Elementary School
Imperial Beach, California
Students: 841, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 84%
  Compensatory Education: 79%
Race/Ethnicity:
  American Indian or Alaska Native: 1%
  Asian or Pacific Islander: 1%
  Black or African American: 7%
  Filipino: 5%
  Hispanic or Latino: 68%
  White: 18%
English Language Learners: 40%

Berry (Godfrey G.) Elementary School
San Diego, California
Students: 808, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 66%
  Compensatory Education: 74%
Race/Ethnicity:
  Asian or Pacific Islander: 2%
  Black or African American: 6%
  Filipino: 20%
  Hispanic or Latino: 62%
  White: 10%
English Language Learners: 39%

Central Elementary School
Imperial Beach, California
Students: 842, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 83%
  Compensatory Education: 79%
Race/Ethnicity:
  Asian or Pacific Islander: 3%
  Black or African American: 7%
  Filipino: 3%
  Hispanic or Latino: 62%
  White: 25%
English Language Learners: 35%

Emory Elementary School
San Diego, California
Students: 946, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 71%
  Compensatory Education: 67%
Race/Ethnicity:
  Asian or Pacific Islander: 2%
  Black or African American: 4%
  Filipino: 17%
  Hispanic or Latino: 64%
  White: 13%
English Language Learners: 43%

Imperial Beach Elementary School
Imperial Beach, California
Students: 550, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 74%
  Compensatory Education: 70%
Race/Ethnicity:
  Asian or Pacific Islander: 2%
  Black or African American: 7%
  Filipino: 5%
  Hispanic or Latino: 59%
  White: 27%
English Language Learners: 30%

Nestor Elementary School
San Diego, California
Students: 1,210, K–6
Socio-Economic Status:
  Free or Reduced Lunch: 53%
  Compensatory Education: 62%
Race/Ethnicity:
  Asian or Pacific Islander: 2%
  Black or African American: 8%
  Filipino: 8%
  Hispanic or Latino: 74%
  White: 8%
English Language Learners: 44%
Nicoloff (George) Elementary School  
San Ysidro, California  
Students: 1,481, K–6  
Socio-Economic Status:  
Free or Reduced Lunch: 78%  
Compensatory Education: 74%  
Race/Ethnicity:  
Asian or Pacific Islander: 1%  
Black or African American: 2%  
Filipino: 3%  
Hispanic or Latino: 91%  
White: 3%  
English Language Learners: 64%

Oneonta Elementary School  
Imperial Beach, California  
Students: 717, K–6  
Socio-Economic Status:  
Free or Reduced Lunch: 73%  
Compensatory Education: 55%  
Race/Ethnicity:  
Asian or Pacific Islander: 4%  
Black or African American: 11%  
Filipino: 13%  
Hispanic or Latino: 46%  
White: 26%  
English Language Learners: 28%

Pence (Howard) Elementary School  
San Diego, California  
Students: 894, K–6  
Socio-Economic Status:  
Free or Reduced Lunch: 72%  
Compensatory Education: 63%  
Race/Ethnicity:  
Asian or Pacific Islander: 3%  
Black or African American: 7%  
Filipino: 11%  
Hispanic or Latino: 73%  
White: 6%  
English Language Learners: 44%

Sunnyslope Elementary School  
San Diego, California  
Students: 903, K–6  
Socio-Economic Status:  
Free or Reduced Lunch: 80%  
Compensatory Education: 68%  
Race/Ethnicity:  
Asian or Pacific Islander: 2%  
Black or African American: 3%  
Filipino: 4%  
Hispanic or Latino: 85%  
White: 6%  
English Language Learners: 58%

West View Elementary School  
Imperial Beach, California  
Students: 393, K–6  
Socio-Economic Status:  
Free or Reduced Lunch: 68%  
Compensatory Education: 84%  
Race/Ethnicity:  
American Indian: 2%  
Asian or Pacific Islander: 1%  
Black or African American: 5%  
Filipino: 1%  
Hispanic or Latino: 43%  
White: 48%  
English Language Learners: 16%

Mendoza Elementary School  
San Diego, California  
Students: 1,034, K–6  
Magnet Program
I. DOCUMENT IDENTIFICATION:

Title: South Bay Union School District: Informal Report on Accelerated Reader

Author(s): Renaissance Learning (Formerly School Renaissance Institute)

Corporate Source: Renaissance Learning, Inc.

Publication Date: 11/00

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Printed Name/Position/Title: Vander Galen

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E-Mail Address: d.vander@relearn.com

Date: 12/01
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