

How to Read Implementation Status and Progress Reports for Renaissance Accelerated Math®

Of the many reports available to you in Renaissance Place®, perhaps the two that you will use most often are the Accelerated Math Implementation Progress Report and the Accelerated Math Implementation Status Report. You can generate these reports to compare performance among schools, to compare classrooms in the same grade, or to compare classrooms in the same school.

There’s a lot of data in these reports. In this document, we’ll help you focus on a few key indicators to determine the success with which schools in your district are implementing Renaissance best practices.

Key Indicators

Among the data in these reports, there are four key indicators. As you begin to implement Accelerated Math best practices, 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 to gauge when you’ve reached full implementation.

Key Indicators	Goal at Full Implementation
Objectives mastered per week	4 objectives 2 objectives (grades 1 and 2)
Average percent correct on practice assignments	75%
Percent of students scoring above 85% correct on tests	90%
Engaged math time	40 minutes 20 minutes (grades 1 and 2)

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

Keep in mind that if you are using Accelerated Math for a part-time program such as summer school, after school, or intervention, your goals should be adjusted accordingly.

Objectives Mastered per Week: The Most Important Indicator

Objectives mastered per week are a measure of the quantity of student math work. They indicate whether students are mastering the recommended number of objectives.

What to look for

We recommend that students master four objectives per week (or two objectives per week for students in grades 1 and 2).

The Accelerated Math libraries at the high-school level contain more objectives than we reasonably expect a student to master in one school year. These libraries were designed to enable educators to select those objectives that specifically meet their curriculum demands and to address the varied skills taught in high school courses and textbooks.

What to do when objectives mastered per week are low

While we hope that students will complete the recommended number of objectives per week, it is important to encourage students to work at their own pace. Naturally, some students will work more quickly than others.

The pace at which students master objectives fluctuates during the year as the level of challenge changes. Some objectives are easier to master than others. Personal circumstances, such as illness, can also affect student work pace.

If a particular class is working at a slow pace, it may be that students are practicing without adequate instruction beforehand or are working with objectives that are too difficult. Encourage teachers to assign objectives from lower and higher libraries as needed, provide both whole-group and small-group instruction, and use the Status of the Class Report to determine when students are ready for more work.

Percent Correct

Percent correct indicates the quality of student math practice by showing how well students are scoring on Accelerated Math assignments.

What to look for

We look at percent correct in two ways:

- **The average percent correct on practice assignments.** You'll find this data on the Math Implementation Status Report, but not the Math Implementation Progress Report. The Average % Correct scores should be viewed in conjunction with the % Students At/Above 75% scores. Aim for at least 75 percent in the Average % Correct column and 90 percent in the Students At/Above 75% column.

Remember, if the Average % Correct for a group of students is 75 percent, many students may be scoring below 75 percent. Set a goal for a school average that is higher than 75 percent. Students who maintain a higher average, such as 90 percent, show greater growth in math skills.

- **The percent of students scoring above 85 percent correct on tests.** When best practices are fully implemented, at least 90 percent of students should score above 85 percent correct on tests.

What to do when practice average percent correct is low

Students who score low on practice assignments may not be receiving enough instruction before practicing. Are teachers providing group instruction on key concepts before assigning practice?

What are some other possible reasons for low percent correct on practice assignments? Some students may be:

- Struggling with basic math facts
- Rushing to complete assignments
- Having difficulty with a particular content area, such as fractions
- Working in the wrong library (e.g., lacking prerequisite skills for the objectives in the library)

Encourage teachers to work closely with struggling students to determine the cause for low practice scores.

What to do when a low percentage of students scores above 85 percent on tests

If the percent of students who scores above 85 percent on tests is low, students may be struggling with some of the same difficulties outlined for low practice scores. In addition, some students might be getting too much help on practice assignments, so they score poorly on tests. Others might suffer from test anxiety.

Talk with teachers. Are they providing regular instruction on key concepts? Do they need to provide small-group instruction for students who struggle with a particular content area?

Engaged Math Time

Engaged math time is a measure that combines the **quality** and **quantity** of student math practice. This measurement provides teachers with information regarding how actively engaged students are during math practice time. For each student, engaged math time is calculated by multiplying the number of objectives mastered during the reporting period by 50 minutes, and then dividing by the number of teaching days in the reporting period. The allotted average time to master an objective is 50 minutes.

What to look for

The ideal engaged math time is 40 minutes. This is based on the recommendation of mastering four objectives per week, at 50 minutes per objective. A student will need 200 minutes per week to master four objectives, or 40 minutes per day in a five-day school week. If students have an engaged time higher than 40 minutes, they are mastering more objectives than expected during the reporting period. If students have a lower engaged time, they are mastering fewer objectives than expected during the reporting period.

What to look for (grades 1 and 2)

The ideal engaged math time is 20 minutes. This is based on the recommendation of mastering two objectives per week, at 50 minutes per objective. A student will need 100 minutes per week to master two objectives, or 20 minutes per day in a five-day school week. If students have an engaged time higher than 20 minutes, they are mastering more objectives than expected during the reporting period. If students have a lower engaged time, they are mastering fewer objectives than expected during the reporting period.

Tips for Reviewing Reports

- **At first, focus on the percentage of students above 85 percent correct on tests.** Once you see good progress on this indicator, you can begin to pay attention to objectives mastered per week and engaged math time per day.
- **Look for consistency in the information.** For example, you may notice that a class with a low average percent correct has a high number of objectives mastered per week. Are students rushing to complete objectives before
- **Seek additional information to understand low scores.** Observe classes with low scores. Gather the Diagnostic and Status of the Class Reports for these classes to get more information about individual student performance.

What to Do With the Data

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 reflect student and class progress. Monitor reports regularly to view improvements as students gain experience with the program. 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 the Status of the Class Report every day typically have better results than teachers who do not use it daily. Determine which types of additional training will address any concerns you have.

Glossary

Average percent correct reflects students' scores on Accelerated Math assignments.

Engaged math time is an estimate based on the number of objectives mastered and an anticipated 40 minutes per day of math practice (or 20 minutes per day of math practice for grades 1 and 2). It is displayed in minutes per day.

Objectives mastered per week indicate if students are meeting the recommendation of mastering four objectives per week (or two objectives per week for grades 1 and 2).