

How to Read Implementation Status and Progress Reports for Reading

The Accelerated Reader Implementation Progress Report and the Accelerated Reader Implementation Status Report are two reports that reflect your success implementing AR software. You can use them to measure progress over time and to compare performance among schools, grades, or classrooms. This document focuses on a few key indicators in the reports and how they can help you make data-driven decisions.

Key Indicators

Among the data in these reports, there are three key indicators. As you begin to implement Accelerated Reader best practices, you'll want to work toward the goals listed below for each of these indicators. Don't expect to see these results during your first year with AR; consider them to be goals that will indicate when you have reached full implementation.

Key Indicators	Goal at Full Implementation
Average percent correct on Reading Practice Quizzes	85–90%
Percentage of students scoring at or above 85% on quizzes	90%
Engaged reading time	20–60 minutes

In this document, we take a look at each of these indicators in more detail. Keep in mind that if you are using Accelerated Reader for a part-time program, such as summer school, after school, or intervention, your goals may need to be adjusted.

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 AR 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.

What to Look for

We look at percent correct in two ways:

1. **The average percent correct itself.** Individual students should average at least 85 percent, with 90 percent as the goal. Students who maintain an average of about 90 percent show the greatest growth in reading. If the average for a group of students is 85 percent, 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.

2. **The percentage of students averaging at or above 85 percent.** Ideally, one hundred percent of students will meet this goal. Since perfection is usually not possible, your goal should be that at least 90 percent of students achieve this average.

What to Do When Average Percent Correct Is Low

If students are not maintaining an average of at least 85 percent, first make sure teachers are checking in with students every day to monitor their reading practice. This is a 30- to 60-second interaction with each student during which a teacher guides book choices, checks for application of reading strategies, and monitors quiz results. This practice has proven to be singularly important to successful implementations.

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

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

Engaged Reading Time

Engaged reading time is an estimate of the number of minutes per day that students were actively engaged in reading practice. (Note that this is not the amount of time *scheduled* for reading.) To calculate engaged time, we begin with baseline data we have collected that shows how many points students of varying abilities can be expected to earn per minute of reading practice. For example, a student with a grade-equivalent score of 2.0 on a STAR Reading test can be expected to earn 6.5 points by reading 30 minutes a day for six weeks. A student with a GE score of 4.0 can, of course, accomplish more—8.5 points.

To display engaged time for your school or district, we look at each student who is using AR and also has a STAR Reading or STAR Early Literacy score from the last 12 months. By comparing points earned to expected points, we can estimate the amount of time the student has been actively engaged in reading practice. For example, let's say Joe Brown has a GE score of 6.5. We know that a student of his ability can earn 14 points by reading 30 minutes a day for six weeks. Joe has only earned 7.0 points. Thus we estimate Joe's engaged time to be 15 minutes per day.

What to Look for

Your students will experience the most growth if they are actively engaged in reading practice for at least 15 minutes per day, especially when that is coupled with very high averages on Reading Practice Quizzes. Generally speaking, the more engaged time the better, up to about 65 minutes, at which point students still grow but at a slower rate.

What to Do When Engaged Reading Time Is Low

Analyze low engaged time by asking the following questions:

- Is there time in the school or class schedule devoted to reading practice? Is this a “must-do” activity?
- Do students have easy access to books so that “down” time is minimized?
- Do students have easy access to computers for taking quizzes?
- Do school libraries have large, varied collections? Are books labeled so that students can rapidly select interesting books at the appropriate level of difficulty? Do teachers monitor reading practice to make sure that students check out books at a steady pace, get help when they need it, and quiz promptly?

Tips for Reviewing Reports

- **At first, focus on the percentage of students averaging at or above 85 percent on Reading Practice Quizzes.** Once you see good progress on this indicator, you can begin to pay attention to engaged reading time.
- **Look for interrelationships in the information.** For example, you may notice that a class with a low average percent correct is reading a relatively low percent of fiction material—80 percent perhaps. That means students are reading a fair amount of nonfiction (in this case, 20 percent), which is more difficult for many students. Have students been taught strategies for reading nonfiction?
- **Seek additional information to understand low scores.** Observe classes of students that have low scores. Gather the Diagnostic and Student Record 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 gets results! Here are tips for converting information into intervention:

- **Note strengths.** Which teachers or grades are doing especially well? What are these teachers doing?
- **Celebrate progress.** Reports almost always show areas of concern, and concerns are important and require action. But over time, reports almost always show improvement as well. 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 even 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 check in with students every day have better results than teachers who do not. Figure out what kind of training will address any concerns you have.