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## ABSTRACT

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

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**South Bay Union School District**  
Imperial Beach, California

**Informational Report on Accelerated Reader**

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# 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.

SOUTH BAY UNION SCHOOL DISTRICT  
Imperial Beach, California

September 28, 2000

TO: Richard Thome, District Superintendent

FROM: Johanna Vetcher, Ed.D., Assistant Superintendent, Instruction

SUBJECT: Informational Report on Accelerated Reader

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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, 6<sup>th</sup> 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*  
*RoséAnn 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

GRADE	TOTAL READING	
	1999	2000
1	56	51
2	32	53
3	31	43
4	31	41
5	33	37
6	40	44

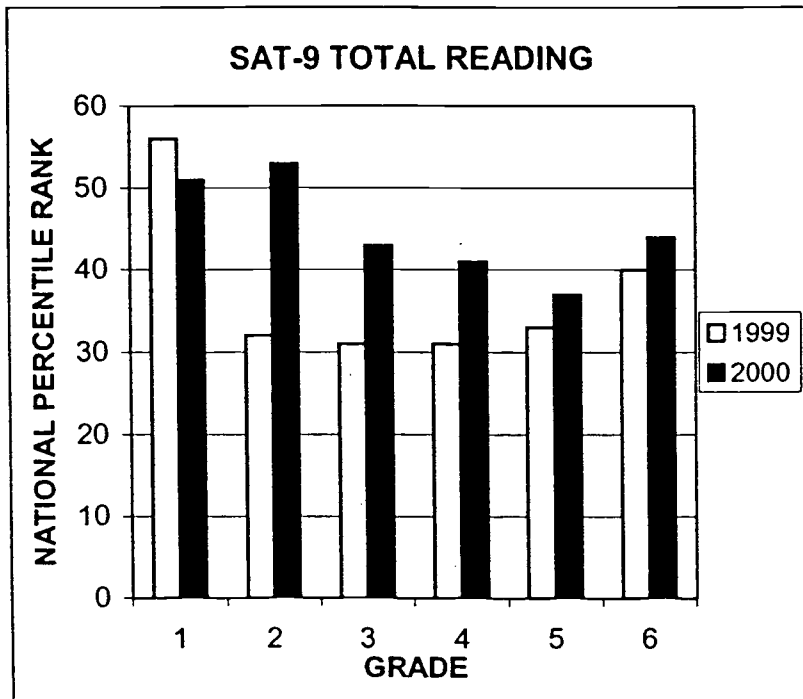


EXHIBIT A

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

GRADE	1999	2000
2	52	58
3	34	43
4	32	42
5	29	36
6	32	44

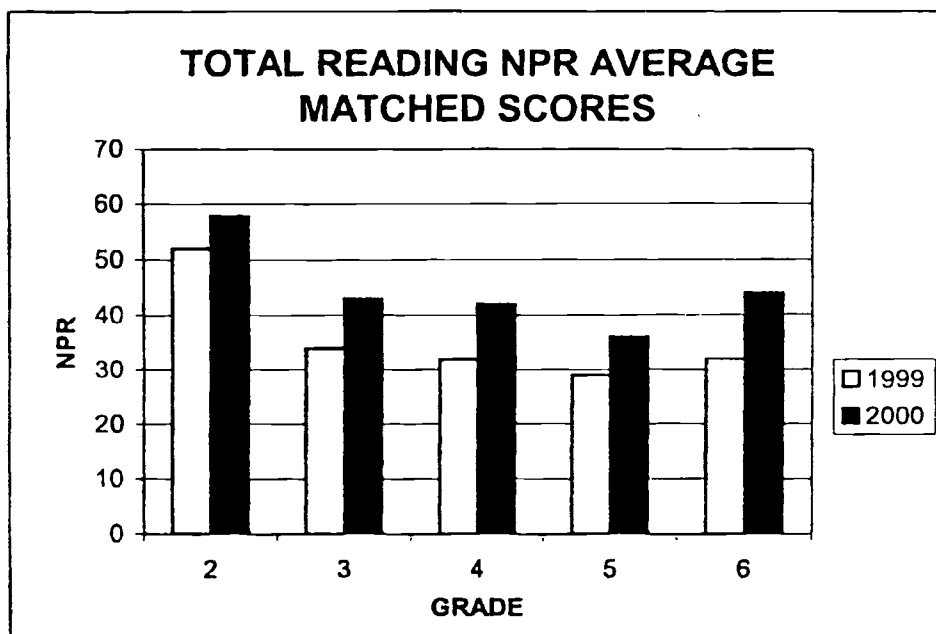


EXHIBIT B



# South Bay Union School District, Imperial Beach, California

## Reading, Language, and Spelling Stanford 9 Scores 1998-1999 and 1999-2000

Grade	2			3			4			5			6		
	Rd	Lg	Sp	Rd	Lg	Sp	Rd	Lg	Sp	Rd	Lg	Sp	Rd	Lg	Sp
Bayside 1999-2000	53	52	54	51	61	55	40	43	41	35	36	40	49	51	48
1998-1999	34	38	34	29	38	38	29	37	29	29	35	33	35	32	27
Berry 1999-2000	42	35	48	31	35	39	38	46	35	38	44	41	37	50	39
1998-1999	33	28	37	35	42	35	31	39	33	29	40	33	35	42	39
Central 1999-2000	47	36	45	40	38	41	44	42	39	33	43	37	37	42	39
1998-1999	41	28	45	35	34	38	38	39	30	32	32	30	44	36	37
Emory 1999-2000	65	53	70	47	56	54	60	63	56	49	52	53	64	65	62
1998-1999	35	35	39	30	35	38	27	37	29	39	44	39	34	45	32
Imp. Beach 1999-2000	68	70	60	58	61	59	42	43	43	43	40	50	48	51	44
1998-1999	51	49	42	41	48	41	41	47	40	45	57	41	57	62	49
Nestor 1999-2000	57	53	69	39	40	36	38	48	34	32	47	37	49	61	48
1998-1999	21	23	23	27	28	28	22	33	23	31	48	30	36	45	34
Nicoloff 1999-2000	41	37	43	35	34	40	27	35	26	26	32	30	34	42	32
1998-1999	22	22	24	18	22	25	23	33	20	23	36	28	32	39	26
Oneonta 1999-2000	66	57	62	58	61	62	58	60	59	42	44	48	47	48	45
1998-1999	49	44	43	46	51	44	39	47	47	42	40	43	39	39	33
Pence 1999-2000	49	47	55	43	47	50	38	50	40	36	44	37	42	57	43
1998-1999	31	30	34	25	33	29	28	39	27	26	35	27	45	59	50
Sunnyslope 1999-2000	39	37	39	44	45	45	35	43	32	35	42	34	41	47	38
1998-1999	21	17	21	22	26	26	24	33	22	26	34	28	36	43	33
West View 1999-2000	58	62	60	36	32	38	46	48	46	45	51	41	45	53	48
1998-1999	29	29	28	42	45	42	30	36	26	39	38	38	47	52	37
Mendoza 1999-2000	57	51	53	43	46	49	45	53	46	38	48	41	45	51	40
District 1999-2000	53	48	54	43	46	47	41	47	40	37	43	40	44	51	43
1998-1999	32	31	34	31	35	34	31	39	30	33	41	34	40	46	37
Percent Change	66%	55%	59%	39%	31%	38%	32%	21%	33%	12%	5%	18%	10%	11%	16%

# 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<sup>1</sup> 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

Rank <sup>2</sup>	Elementary School	STAR 2000 Percent Tested	1999 API Base Scores	2000 API Growth Scores	1999–2000 Growth Target	1999–2000 Actual Growth	Schoolwide Targets Met	Comparable Improvement	Awards
90*	Bayside	99	572	678	11	106	Yes	Yes	Yes
476	Berry (Godfrey G.)	100	568	643	12	75	Yes	Yes	Yes
1549	Central	100	593	642	10	49	Yes	Yes	Yes
4*	Emory	100	578	741	11	163	Yes	Yes	Yes
N/A	Imperial Beach	99	687	705	6	18	Yes	No	No
36*	Nestor	100	537	662	13	125	Yes	Yes	Yes
299	Nicoloff (George)	100	508	592	15	84	Yes	Yes	Yes
119*	Oneonta	100	631	732	8	101	Yes	Yes	Yes
222*	Pence (Howard)	100	573	662	11	89	Yes	Yes	Yes
1355	Sunnyslope	100	523	615	14	92	Yes	Yes	Yes
252	West View	100	588	675	11	87	Yes	Yes	Yes

<sup>1</sup> One other school district also had 50% of its schools make the top 5%.

<sup>2</sup> 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  
New School (1999-2000)  
Magnet Program

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