

Accelerated Reader® to Model Certified School: Harris Elementary Increases Stanford 9 Reading Scores 10.5 Percentile Ranks in Two Years

Source: Jane Weber, reading specialist and School Renaissance coordinator
Harris Elementary School, Mesa, Arizona

Study Description

Harris Elementary adopted Accelerated Reader during the 1993–1994 school year. Staff members received both 501 and 601 Reading Renaissance® training and implemented School Renaissance™ during the 1998–1999 school year. Harris Elementary School, a Model School, has 19 Reading Renaissance Model Certified teachers and one Reading Renaissance Model Certified librarian.

The progression of Harris Elementary's reading program from Accelerated Reader (AR™) to fully implemented School Renaissance is clearly documented in the school's AR and STAR Reading® data, as well as in student Stanford 9 scores. The table which follows illustrates Harris Elementary's academic growth as they have transformed into a School Renaissance institution.

During the 1997–1998 school year, Harris Elementary used Accelerated Reader without any Renaissance training. Reading quizzes taken during the entire school year totaled 4,795, and the average percent correct on quizzes was 73%.¹ Additionally, students averaged 9.06 AR points (average Accelerated Reader points per student) for the year and checked out 15,954 books from the library. Because Accelerated Reader points measure *reading practice*, where points correlate to the number of books read and comprehended, an average of 9.06 points indicates that students were not reading many books and were not invested in the AR program. Finally, average Stanford 9 scores were 51.5 percentile

ranks (PRs) in reading and 53.25 PRs composite (reading, math, and language).

Harris Elementary staff attended the 501: *Introduction to Reading Renaissance* seminar in August 1998 and the 601: *Advanced Reading Renaissance* training in January 1999. The following data demonstrate what can happen in a school where the entire staff is trained in Renaissance techniques and every student in the building is involved in the School Renaissance program.

Results

Compared to the 4,795 Accelerated Reader quizzes taken during the previous year, a total of 29,911 reading quizzes were taken during the 1998–99 school year. The average percent correct on quizzes rose to 86.5%, well within the recommended range of 85–92% correct. Students averaged 55.1 AR points for the school year, demonstrating that the amount of reading practice had increased significantly; and 24,390 books—8,436 more books than the previous year—were checked out of the library. Furthermore, reading scores on the Stanford 9 jumped 6.5 percentile ranks from 51.5 to 58 PRs, while composite scores rose 7 percentile ranks from 53.25 to 60.25 PRs.

After only one year of School Renaissance implementation, Harris Elementary was truly experiencing accelerated learning. By the middle of the 1999–2000 school year, Harris achieved it's

continued on reverse side

School Profile

Harris Elementary School
Mesa, Arizona

Students: 645, K–6

Socio-Economic Status:

Title I

Free or
reduced lunch: 31%

Race/Ethnicity:

American Indian or
Alaska Native: 2%

Asian or Pacific
Islander: 2%

Black or African
American: 3%

Hispanic or
Latino: 24%

White: 69%

Mobility: 16%

Limited English
Proficiency: 6%

Educator Background

Jane Weber is the reading specialist and School Renaissance coordinator at Harris Elementary School. She also provides district-level support for the use of Accelerated Reader and STAR Reading programs. Weber received Reading Renaissance 501 and 601 training during the 1998–1999 school year and has been instrumental in procuring Reading Renaissance training for the entire staff at Harris Elementary.

¹Reading Renaissance recommends that students score between 85% and 92% on reading quizzes. This range of scores demonstrates that students comprehend most of what they are reading, but are not entirely unchallenged as a consistent score of 100% may indicate.

²The Model and Master Certification programs recognize classrooms, libraries, schools, and districts in which educators have worked to decrease the number of at-risk students in the group, to meet the goals set for themselves, and to actively pursue a learning environment that incorporates Renaissance motivation techniques. The requirements for certification involve sending in AR Diagnostic or At-Risk reports proving academic growth and movement toward goals, filling out an extensive checklist identifying Renaissance practices implemented, and filling out an application and survey.

next milestone by meeting the stringent requirements necessary for certifying as a Model School.² The extra effort put forth to become a Model School is evident in the boosted test scores achieved during the school's third year of their School Renaissance transformation.

In 1999–2000, as a certified Model School, Harris Elementary's reading practice again increased schoolwide. The total number of Accelerated Reader quizzes taken jumped from 29,911 to 38,815. The average percent correct on those quizzes rose to 88.1%, and the average Accelerated Reader points attained by students schoolwide increased from 55.1 to 59.8. Finally, library circulation increased from 24,390 to 31,062 books.

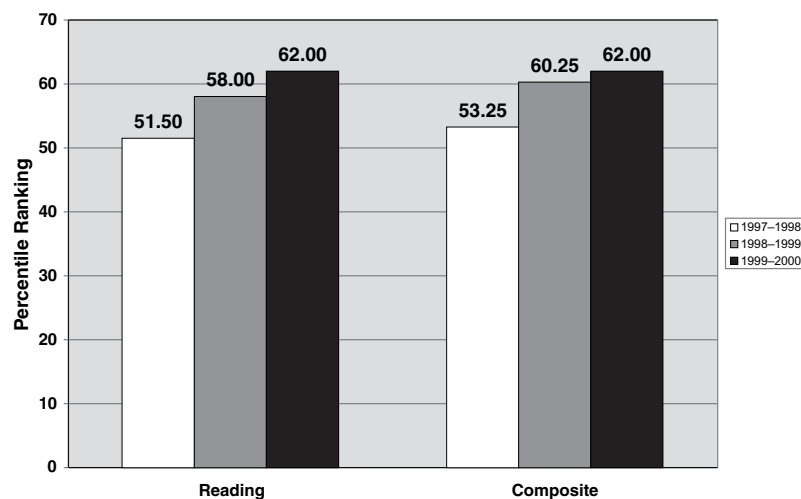
Standardized test scores exhibited similar gains. Reading scores on the Stanford 9 increased another 4 percentile ranks for a two-year growth of 10.5 PRs. Similarly, Stanford 9 composite scores increased an additional 1.75 percentile ranks illustrating a two-year growth of 8.75 PRs.

Harris Elementary School continues to demonstrate that schoolwide accelerated learning is attainable. One of the most important ingredients necessary for this kind of success is committed teachers willing to work together for schoolwide change. In addition, the data demonstrate that School Renaissance, another important ingredient for success, can significantly increase the quality and quantity of learning taking place within a school.

Harris Elementary School Reading Practice Before and After School Renaissance Implementation

	1997–1998 (AR Only)	1998–1999 (1st Year with School Renaissance)	1999–2000 (2nd Year with School Renaissance and Model School Certification)	Percentage Change (1997–1998 to 1999–2000)
Total AR Quizzes Taken	4,795	29,911	38,815	709%
Average Quiz Percent Correct	73.0%	86.5%	88.1%	21%
Average AR Points Per Student	9.06	55.1	59.8	560%
Library Circulation	15,954	24,390	31,062	95%

Harris Elementary Schools SAT Percentile Rankings



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Renaissance Learning
Educational Research Department
PO Box 45016
Madison, WI 53744-5016
(800) 200-4848
www.renlearn.com