PROGRAM EVALUATION/EVALUATION OF SERVICES

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

With a focus on creating a culture for reading, the Accelerated Reader (AR) program supports teachers in guiding students to create personalized reading goals based on their reading skills, engages students by ensuring selected student books match their reading level, provides student practice through quizzes intending to build vocabulary and comprehension, and allows students to see and track their progress. With purposeful goals and encouragement, students can understand their levels and progress with clear progress visualizations, thus motivating them to select books and other appropriate articles to build reading stamina, vocabulary, comprehension, thinking, and analysis skills. The AR program is being purchased as a supplement to encourage reading for pleasure.

2. Who is the target population?

The target population is students K-5 at private school Reach Academy and Brooksville Elementary School, Chocachatti Elementary School, Deltona Elementary School, Eastside Elementary School, John D. Floyd Elementary School, Moton Elementary School, Pine Grove Elementary School, Spring Hill Elementary School, Suncoast Elementary School, Westside Elementary School, and Explorer K-8.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The AR program has been implemented for several years at the schools mentioned above and will start to be implemented during the 25-26 school year at EK8. Data is available as far back as the 2018-2019 school year that shows the AR program being purchased and implemented.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

Year	Resources	Department	Cost
22-23	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$54,713.04 (CES excluded)
23-24	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$43,275.04 (BES and CES excluded)

24-25	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$55,091.60
25-26	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$73,000.00

5. **What are the program's intended outcomes?**
   - Improved Reading Skills - fluency, comprehension, and vocabulary
   - Encouraged Reading Practice - engagement and motivation
   - Focused Goals and Accountability - student choice and proficiency-based

6. **How do you plan to progress monitor the fidelity and effectiveness of the program?**
   Referencing school implementation plans, data will be reviewed to determine program use alignment and engagement feedback.

7. **What criteria will be used to judge the program's performance?**
   Student participation and usage data, number of AR nights by school, engagement survey data from staff, students, and families, and i-Ready and FAST (comprehension and vocabulary-focused) learning gains and proficiency data will be used to judge program performance.

8. **Describe what the program must accomplish to be considered successful (Return on Investment).**

   By the end of the school year, a student can maintain an average percentage correct of 85% or higher on Accelerated Reader quizzes by reading for at least 30 minutes daily within their assigned ZPD.

9. **Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.**

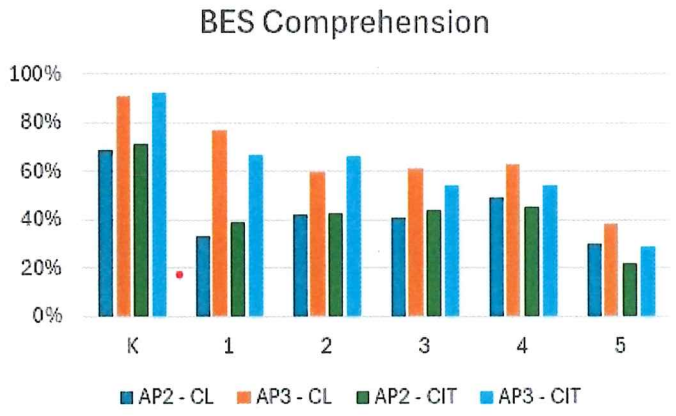
Yes, a program evaluation is required. Please see the attached data and Data Summary page.

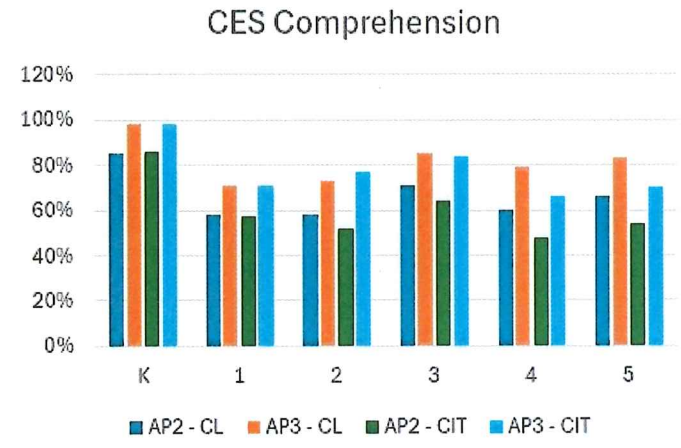
Program Evaluation Data Summary

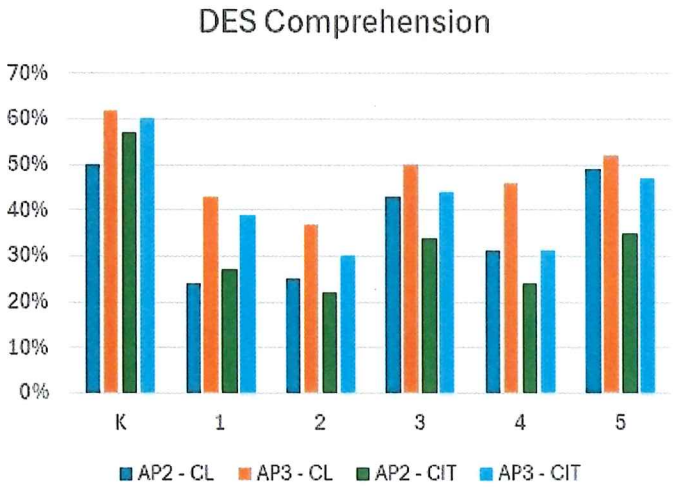
(Please provide an overview of the data presented and speak to any increases, decreases, outliers, etc.)

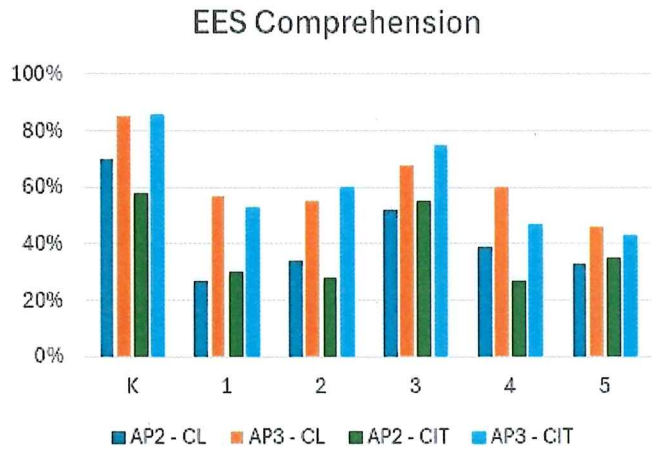
Data indicates that students, at participating schools, in grades K-5 showed growth in reading comprehension in both Literature and Information Text as measured by the i-Ready diagnostic tool.

CL – Comprehension Literature
CIT – Comprehension Informational Text
AP2 – Winter
AP3 - Spring






DES Comprehension
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


EES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
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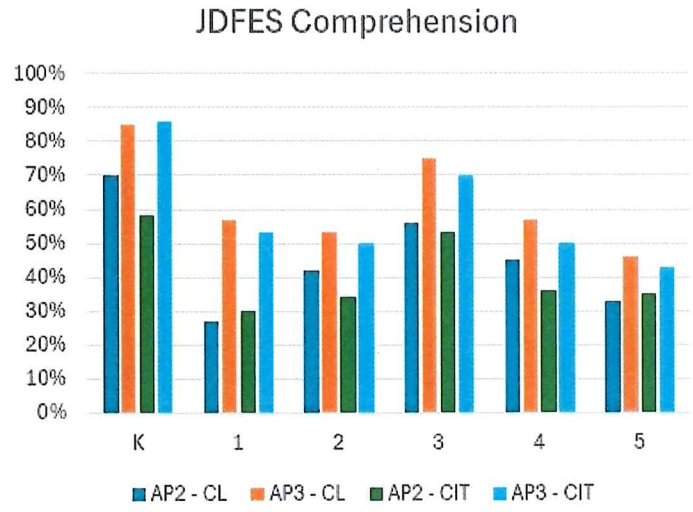
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


JDFES Comprehension
100%
90%
80%
70%
60%
50%
40%
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20%
10%
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K
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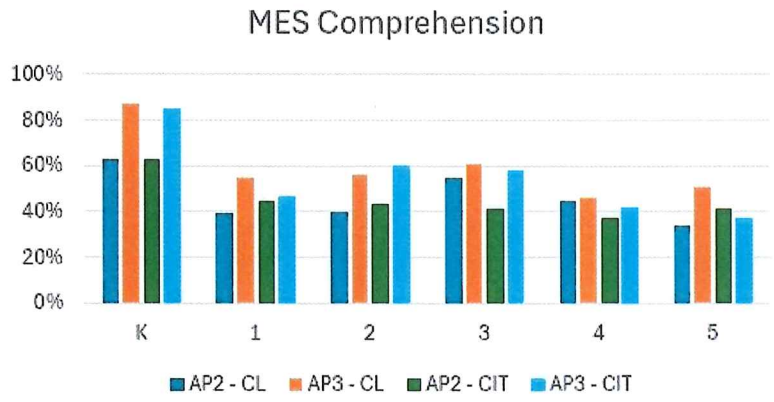
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


MES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
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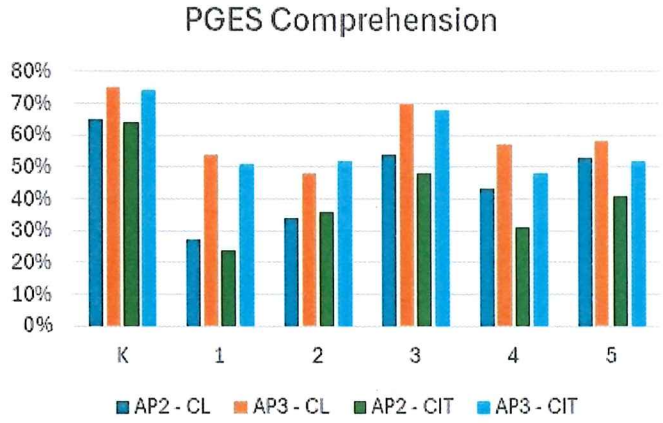
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


PGES Comprehension
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
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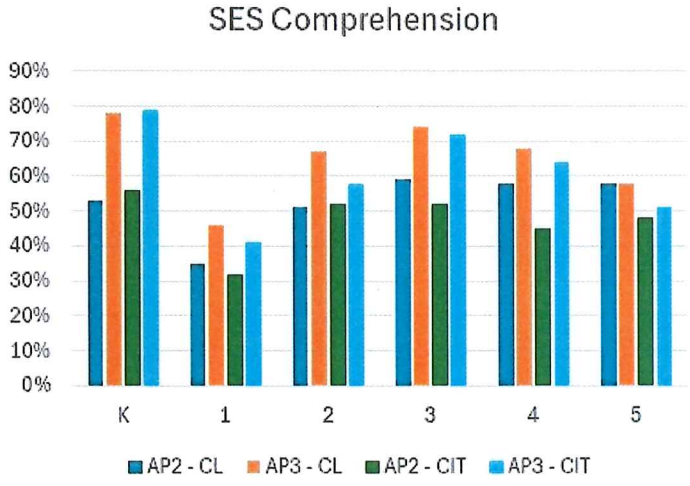
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


SES Comprehension
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80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
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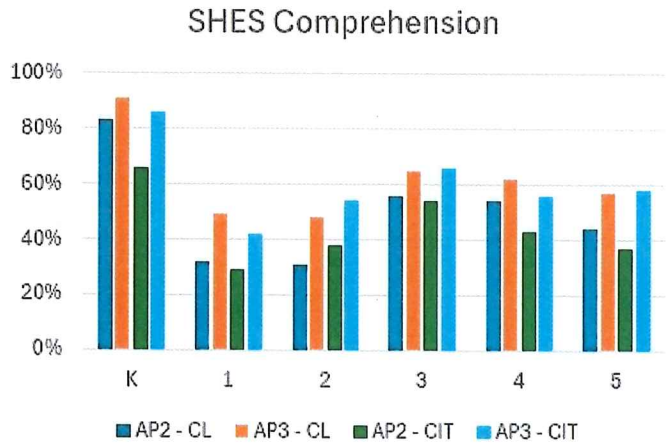
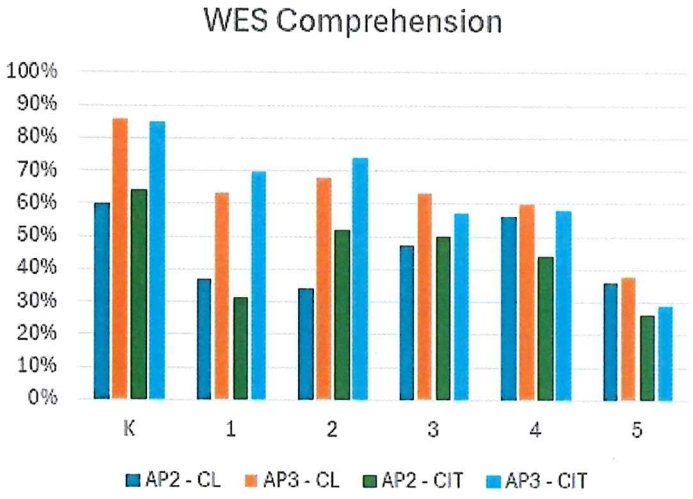
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


SHES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


WES Comprehension
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT