

## EDMONTON PUBLIC SCHOOLS

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TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Alberta Initiative for School Improvement (AISI) Monitoring Information: Year Two Results

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RESOURCE  
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### INFORMATION

#### **Introduction**

The purpose of this report is to provide information with respect to year two results achieved by schools involved in district Alberta Initiative for School Improvement (AISI) projects.

During the 2001-2002 school year, a tenth AISI project was initiated; Focus on Teaching and Learning. The AISI funds assigned to this project were used to provide resources for the coaching and training of district principals and instructional leadership teams.

#### **Second Year Information: Effective Practices**

Based on the first two years of implementation, the following have emerged as effective practices (Appendix II) among AISI projects:

- focusing on curriculum and instruction
- instructional leadership of the principals
- increased teacher expertise through staff development that is on-going and tightly focused
- time for focused staff collaboration and looking at student work
- purposeful teacher collaboration and intervisitation
- early intervention in literacy
- alignment of best resources to instruction
- full day kindergarten, especially for high needs students
- provision of training and coaching by subject area consultants

## **Second Year Information: Results Achieved**

A description of each project and results are summarized in Appendix II. Detailed results are provided in Appendix III. Highlights for the 2001-2002 school year include:

- Quantitative measures indicated substantial improvement in student achievement in the Early Literacy K-3, Maximizing Student Potential K-6, Maximizing Student Potential 10-12, and Division IV Mathematics projects.
- Quantitative measures indicated mixed results in student achievement in the Division II Mathematics, Division III Mathematics, Balanced Literacy, Middle Literacy and Maximizing Student Potential 7-9 projects.
- Baseline information was generated for the Focus on Teaching and Learning project. Growth information will be reported in the next monitoring report.

## **Extension of AISI Funding**

Information from Alberta Learning has indicated that a fourth year of funding will be made available for school districts. The district put in place a consultation process with a sample of principals, teachers, and central services staff to develop a new set of parameters for the use of this funding. If funding for AISI beyond the 2003-2004 school year is announced, the district will continue to include Focus on Teaching and Learning as one of the district's AISI projects. Other projects will be reviewed on a year-to-year basis.

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APPENDIX I:	Description of Effective Practices
APPENDIX II:	Project Descriptions and Results
APPENDIX III:	Detailed Results Information

## DESCRIPTION OF EFFECTIVE PRACTICES

The following information identifies effective strategies that were found to be common in a number of the ten projects.

### **Focusing on Curriculum and Instruction**

Teachers developed a much greater depth of understanding of curriculum expectations, and standards for student work associated with grade level standards. Teacher training programs emphasized direct instruction and guided practice in the curriculum areas of reading, writing, mathematical literacy and critical thinking. Many schools further aligned curriculum and assessment in the curriculum areas of focus. In all projects, the most success was seen when teachers had a strong understanding of curriculum outcomes and standards for high quality student work.

### **Instructional Leadership and Principals**

Principals co-ordinated the organization and implementation of the project, staff involvement and assignment, resource alignment, budget planning, and review of data and monitoring of student results. Principals with their teacher leader(s) and leadership teams hosted site coaching visits. Teacher leaders became an integral part of the professional development teams in project schools. School teams worked closely with coaches, consultants, and project managers, with a goal of setting high expectations for all staff and students. Principals worked together with teachers to implement best strategies, and to look at student work in relation to standards.

### **Targeted Teacher Training in Effective Instructional Strategies**

Professional development was tied to the curricular focus area (e.g. mathematics or literacy) and keyed to student learning results. Teacher training focused on best practices. Teacher leaders were involved in intensive on-going project professional development with frequent opportunities for practicing and coaching. Effectiveness of professional development was measured by growth in student learning and growth in teacher confidence. Teacher leaders shared their expertise with school staff and developed professional development plans with staff.

### **Teacher Collaboration**

School teams built expertise and changed and refined practices. Many schools built in time for teacher collaboration and peer coaching. Best practices in assessment and standard setting were shared. Staff members in each project were part of a network of schools that shared experiences and expertise. Teachers worked together to identify student needs, improve instruction, and assess student progress. Inter-school visitations were followed up by debriefings and communication of learning with school colleagues. Teachers worked together on the development of materials and activities that had the potential to improve instruction.

There was a team approach to improving the practice of teaching through “open door” classroom observation and rich reflective dialogue. Collaboration resulted in a high degree of professional confidence and sharing of best practices among teachers in the projects.

### **On-Going Monitoring of Student Progress**

Teams were involved in sharing best assessment strategies among teachers in the projects. Sharing the results of student work and analyzing that work in relation to standards, and the creation of a wide variety of common assessment tools and strategies for school and district use, resulted in the establishment of common standards for student work. A mutual understanding and application of curriculum standards aligned teacher’s classroom assessments with one another.

Schools in the projects established clear, measurable goals including multiple measures of performance for students. Student performance data was examined regularly at the school level in addition to large-scale assessment. Based on data, instruction was examined and modified.

### **Early Intervention in Literacy**

Early literacy intervention for at-risk students greatly increased their success in school. For all students, and especially at-risk students, intervention that assisted students with the development of skills in reading at grade level had the highest degree of success. Early intervention took many forms: full day kindergarten, Reading Recovery, and middle literacy in junior high.

### **Alignment of Best Resources to Instruction**

Having resources readily available to teachers greatly assisted them in improving student learning. For example, having levelled books in the Middle Literacy project and having math manipulative materials purchased and organized for upper elementary and junior high classrooms greatly assisted instruction. Schools selected resources based on research and aligned those resources to the best practices being used in the classroom.

### **Involvement of Families in Learning**

In all projects, the involvement of families in supporting learning in the focus area achieved results for students. Families were involved in learning behaviour support, assisting students with guided practice in the focus area, and goal setting.

### **Subject Area Consultants Provide Training and Coaching**

In several of the projects, subject area consultants designed training, made available best practices in instruction and assessment, provided coaching and feedback to teachers, and coordinated the design of common assessment materials. Consultants provided processes for teacher leaders to use with other staff at the school. Consultants provided leadership and modeled collaborative teamwork with other consultants and teacher leaders.

## PROJECT DESCRIPTIONS AND RESULTS

For most of the AISI projects, baseline information from the schools involved was collected in June 2000. The quantitative results in project descriptions describe the results from June 2002 compared to baseline.

### EARLY LITERACY, GRADES 1 AND 2

Abbott	North Edmonton
Alex Taylor	Norwood
Beacon Heights	Parkdale
Eastwood	R. J. Scott
Glendale	Rundle
John A. McDougall	Spruce Avenue
McCauley	Strathearn
McKee	

**Project Description:** Schools implemented full day kindergarten, small class sizes at grade one, and Balanced Literacy and Reading Recovery at the grade one and two levels. Teachers worked collaboratively in the Balanced Literacy program to learn new strategies. Teachers received coaching, resources were purchased, and extra staff were hired to allow for small grade one classes.

**Quantitative Results:** (2002 results compared to baseline)

- Percentage of grade 1 students reading at or above grade level increased by 10.1%
- Percentage of grade 1 students writing at or above grade level increased by 3.3%
- Percentage of grade 2 students reading at or above grade level increased 6.3%
- Percentage of grade 2 students writing at or above grade level increased by 5.7%

**Qualitative Results:**

- Increased interest and participation among students in reading and writing tasks was observed

**Implications for Year Three:** Teachers will have a broader range of literacy strategies to implement in classrooms in the third year. Teachers who have completed the two-year Balanced Literacy Program will have additional inservices including demonstration lessons.

### BALANCED LITERACY, GRADES 1 AND 2

Belmead	Grovenor
Caernarvon	Northmount
Crawford Plains	Rideau Park
Daly Grove	Riverdale
Major General Griesbach	Sifton

**Project Description:** Schools implemented Reading Recovery and Balanced Literacy strategies at the grade one and two levels. Through Balanced Literacy, teachers worked as collaborative teams on effective learning strategies. Literacy resources were purchased and professional development support was offered. The schools are also developing a way of working more effectively with parents in supporting their children’s learning.

Quantitative Results: (2002 results compared to baseline)

- Percentage of grade 1 students reading at or above grade level increased 0.4%
- Percentage of grade 1 students writing at or above grade level increased 1.6%
- Percentage of grade 2 students reading at or above grade level increased 3.7%
- Percentage of grade 2 students writing at or above grade level increased by 3.3%

**Implications for Year Three:** Teachers will be practicing more in-depth literacy strategies in the Balanced Literacy and Reading Recovery programs. Teachers trained in Balanced Literacy and Reading Recovery will provide collegial assistance to others in their school who are being trained in year three. New teachers and year two teachers who have not been trained in Balanced Literacy will begin training. Reading comprehension inservices will be held for teachers who have completed the two-year training program.

### **MIDDLE LITERACY, GRADES 7 AND 8**

Avalon	Riverbend
Avonmore-Nellie McClung	Rosslyn
Britannia	Vernon Barford
Edith Rogers	Westmount

**Project Description:** Schools involved in the Middle Literacy Project identified staff who worked with grade seven students not reading at grade level. Teacher leaders from each school were engaged in regularly scheduled professional development in order to broaden their knowledge of literacy strategies and to receive training in a reading intervention resource, “Soar to Success”. All schools in the project purchased a range of grade-level fiction and non-fiction books so that identified students had a broad range of highly motivational literature suitable for their reading levels.

Quantitative Results: (2002 results compared to baseline)

- Percentage of identified students achieving acceptable standard on teacher awarded marks in Language Arts increased by 18.5%
- Percentage of identified students achieving one or more years growth in reading based on Burns and Roe increased by 6.3%
- Percentage of identified grade 7 students identified at or above grade level in HLAT reading increased by 4.8%

**Implications for Year Three:** A major implication for year three is to continue to emphasize reading strategies in all subject areas. Strategies learned in the Language Arts

classes do not appear to be transferred to the other subjects. Teacher leaders will be key in assisting their staff with teaching reading across the curriculum.

## **DIVISION II MATHEMATICS, GRADES 4 – 6**

Afton	Lorelei
Dovercourt	Malcolm Tweddle
Duggan	Mount Royal
Holyrood	Newton
Lendrum	Scott Robertson

**Project Description:** Schools grouped students in mathematics to meet student needs and to enable activity-based mathematics and small group instruction. Teachers were involved in an on-going series of professional development sessions that focused on effective teaching practices in mathematics. Teachers were also involved in peer coaching. Teacher leaders working in collaborative teams, shared classroom successes, developed resources and modelled lessons.

Quantitative Results: (2002 results compared to baseline)

- Percentage of students achieving the acceptable standard on performance-based assessments in grades 4 and 5 increased 9.5% and 8.6% respectively
- Percentage of students achieving the standard of excellence on performance-based assessments in grades 4 and 5 increased 14.3% and 15.9% respectively
- Percentage of grade 6 students meeting the acceptable standard and standard of excellence on the provincial achievement test in mathematics decreased 0.3% and remained the same respectively
- Percentage of grades 4, 5 and 6 students meeting the acceptable standard on teacher awarded marks in mathematics decreased 2.5%, 0.2% and 2.2% respectively
- Percentage of grades 4, 5 and 6 students meeting the standard of excellence on teacher awarded marks decreased 7.6%, 10.1% and 3.4% respectively

Qualitative Results:

- Positive attitudes of students towards mathematics increased
- Students' beliefs that they can be successful in mathematics increased

**Implications for Year Three:** Teachers have started the school year planning for activity-based mathematics with appropriate resources in place. A number of teachers have been sharing their learning through district-wide inservices on problem solving and writing in math. Plans are also in place for teachers to share the performance-based assessments developed last year.

## **DIVISION III MATHEMATICS, GRADES 7 – 9**

Balwin	Killarney
D. S. MacKenzie	Lawton
Dickinsfield	Ottewell
Hardisty	T. D. Baker
Highlands	Wellington



Hillcrest  
Horse Hill  
Kenilworth

Westlawn  
Westminster

**Project Description:** Teachers used a range of strategies such as small group instruction, team-teaching, class intervisitation, peer tutoring, electronic sharing of best practices, and levelled mathematics classes. Teacher leaders from each school attended inservices on current teaching strategies for improving student achievement in mathematics. Teachers also reviewed literature on best practices in assessment. Common assessments were created.

Quantitative Results: (2002 results compared to baseline)

- Percentage of grade 7 students meeting the acceptable standard and standard of excellence on teacher awarded marks in mathematics decreased 1.0% and 2.7% respectively
- Percentage of grade 8 students meeting the acceptable standard and standard of excellence on teacher awarded marks both increased 0.2%
- Percentage of grade 9 students meeting the acceptable standard and standard of excellence on teacher awarded marks increased 3.4% and 4.0 % respectively
- Percentage of grade 9 students meeting the acceptable standard and standard of excellence on provincial achievement tests decreased 0.5% and increased 3.4% respectively

Qualitative Results:

- Percentage of grade 7 and 8 students feeling confident in their mathematics abilities decreased 2.0%
- Percentage of grade 9 students feeling confident in their mathematics abilities increased 8.0%

**Implications for Year Three:** Teacher leaders will be involved in peer coaching, intervisitations, increased collaboration and reflection on classroom practices. Teachers will continue to develop common assessment materials.

#### **DIVISION IV MATHEMATICS, GRADES 10 – 12**

Amiskwaciy Academy  
Centre High  
Eastglen  
Edmonton Christian  
Harry Ainlay  
J. Percy Page  
Jasper Place  
L'Academie Vimy Ridge Academy

M. E. LaZerte  
McNally  
Old Scona  
Queen Elizabeth  
Ross Sheppard  
Strathcona  
Victoria  
W. P. Wagner

**Project Description:** Each school identified teacher leaders in the Pure and Applied Math programs. Teachers constructed district-wide common finals based on Alberta Learning standards. Classroom visitations occurred within schools and between schools.

Teachers were able to observe best practices in action. As teachers prepared to teach new units they were provided with inservices on the new topics or technologies required.

**Quantitative Results: (2002 results compared to baseline)**

- Percentage of students meeting the acceptable standard and standard of excellence based on Applied Math 10 final results increased by 9.9% and 3.4% respectively
- Percentage of students meeting the acceptable standard and standard of excellence based on Pure Math 10 final results increased by 2.1% and 2.5% respectively
- Percentage of students meeting the acceptable standard and standard of excellence based on Pure Math 20 final results decreased by 2.3% and 5.1% respectively
- Percentage of students meeting the acceptable standard and the standard of excellence on the Pure Math 30 diploma exam increased by 1.2% and 3.8% respectively

**Qualitative Results:**

- Percentage of students expressing a positive attitude towards mathematics increased by 4%
- Percentage of parents satisfied that schools are meeting student-learning needs increased 8%

**Implications For Year Three:** In the third year of the project, the major focus will be on Pure and Applied Math 30. Two teacher leaders will be identified from each school and will attend the monthly meetings to share information on effective strategies and discuss challenges and solutions. There will also be bimonthly meetings for the grade 10 and 11 teacher leaders to focus on best practices. There will be just-in-time inservicing responding to teacher requests. Sharing of best practices and intervisitation will continue. District-wide common final exams will be administered in Pure and Applied Math 10 and 20.

**MAXIMIZING STUDENT POTENTIAL, KINDERGARTEN – GRADE 6**

Belvedere  
Brightview  
Earl Buxton  
Fulton Place  
Glenora  
Greenview  
J. A. Fife  
Julia Kiniski

Kildare  
King Edward  
Lee Ridge  
Lauderdale  
Virginia Park  
Windsor Park  
Woodcroft

**Project Description:** These schools identified students who were at-risk of not achieving the acceptable standard or the standard of excellence. Students who could, but are not, achieving the acceptable standard have been termed “at-risk” students. Students who could, but are not, achieving the standard of excellence have been termed “at-promise” students. The schools used strategies such as goal setting, small learning groups, peer tutoring, and increased parental involvement to increase student achievement.

Quantitative Results: (2002 results compared to baseline)

- Percentage of at-risk students reading and writing at or above grade level increased 8.2% and 8.5% respectively
- Percentage of at-risk students achieving the acceptable standard on teacher awarded marks in language arts and mathematics increased 13.8% and 11.5% respectively
- Percentage of at-promise students achieving the standard of excellence on teacher awarded marks in language arts and mathematics increased 29.8% and 11.9% respectively

Qualitative Results:

- Teachers have noted fewer behavioral interventions

**Implications for Year Three:** Schools involved are aligning these projects and the best practices learned with their instructional focus. Strategies are being shared between schools at key teacher meetings.

### **MAXIMIZING STUDENT POTENTIAL, GRADES 7 – 9**

Alberta School for the Deaf  
Crestwood  
Donnan  
Laurier Heights  
McKernan

Sherbrooke  
Ritchie  
S. Bruce Smith  
Talmud Torah  
The Academy at King Edward

**Project Description:** Each school put into place instructional strategies to enhance the academic achievement for students identified as working below potential. These strategies included counselling, flexible groupings of students, teacher collaboration teams, interschool sharing of strategies, and a focus on research-based strategies. Each project school designated a staff member who coordinated opportunities for staff collaboration regarding identified students.

Quantitative Results: (2002 results compared to baseline)

- Percentage of grade 7 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in language arts increased 1.2% and 5.1% respectively
- Percentage of grade 7 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in mathematics increased 0.6% and 2.3% respectively
- Percentage of grade 8 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in language arts increased 2.4% and 4.2% respectively
- Percentage of grade 8 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in mathematics increased 1.9% and 3.1% respectively
- Percentage of grade 9 students achieving the acceptable standard and the standard of excellence based on provincial achievement tests in language arts decreased 0.6% and 0.5% respectively

- Percentage of grade 9 students achieving the acceptable standard and the standard of excellence based on provincial achievement tests in mathematics decreased 0.6% and increased 1.2% respectively

Qualitative Results:

- Identified students showed increased confidence, motivation, and interest as measured by teacher leader anecdotal information

**Implications for Year Three:** Teachers will employ the strategies learned last year. Re-alignment of resources to meet student needs and school goals has been implemented. Continued tracking and sharing of the most successful strategies will be a focus for year three.

**MAXIMIZING STUDENT POTENTIAL, GRADES 10 – 12**

Jasper Place  
Learning Store on Whyte

Queen Elizabeth  
Tevie Miller

**Project Description:** The four sites had unique projects for their schools. Tevie Miller integrated their high school students into their community schools. However, assistance of a speech pathologist was continued for some of the students. Queen Elizabeth worked with the at-risk 16 level students and provided on-going professional development and training for their teachers in dealing with the unique needs of these students. Jasper Place continued their Career Directions course for all grade 11 students. The Learning Store focused on strategies to retain the students at greatest risk of not completing school.

Quantitative Results: (2002 results compared to baseline)

- Percentage of Jasper Place grade 11 students receiving credits in CALM increased by 12.5%
- Percentage of Queen Elizabeth students registering for the following year increased by 7.5%
- Percentage of Learning Store students successfully completing courses increased by 2.9%

Qualitative Results:

- All four projects were successful in providing assistance for students to help them stay in school

**Implications for Year Three:** The third year of the project will continue to expand into all grades at Jasper Place through the instructional focus work. The project at Queen Elizabeth will continue with one teacher teaching all four courses to the identified group of students. The project at the Learning Store has expanded to include additional sites. The Tevie Miller project continues supporting the transition of students into their community high schools.

**DETAILED RESULTS INFORMATION****EARLY LITERACY**

<b>MEASURE</b>	<b>BASELINE</b>	<b>2002 RESULT</b>	<b>DIFFERENCE</b>
Percent of grade 1 students at or above grade level on HLATs in reading	74.3	84.4	10.1
Percent of grade 1 students at or above grade level on HLATs in writing	69.5	72.8	3.3
Percent of grade 2 students at or above grade level on HLATs in reading	64.1	70.4	6.3
Percent of grade 2 students at or above grade level on HLATs in writing	74.5	80.2	5.7

**BALANCED LITERACY**

<b>MEASURE</b>	<b>BASELINE</b>	<b>2002 RESULT</b>	<b>DIFFERENCE</b>
Percent of grade 1 students at or above grade level on HLATs in reading	90.6	91.0	0.4
Percent of grade 1 students at or above grade level on HLATs in writing	84.6	86.2	1.6
Percent of grade 2 students at or above grade level on HLATs in reading	88.6	92.3	3.7
Percent of grade 2 students at or above grade level on HLATs in writing	89.0	92.3	3.3

**MIDDLE LITERACY**

<b>MEASURE</b>	<b>BASELINE</b>	<b>2002 RESULT</b>	<b>DIFFERENCE</b>
Percent of identified students at acceptable standard based on teacher awarded marks in grade 7 Language Arts	71.0	89.5	18.5
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	78	74	-4.0
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Science	85.0	82.0	-3.0
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Social Studies	82.0	86.0	4.0

Percent of identified grade 7 students at or above grade level on HLATs in reading	69.0	73.8	4.8
Percentage of identified students achieving one or more year's growth in reading based on Burns & Roe	77.5	83.8	6.3

### DIVISION II MATHEMATICS, GRADES 4 - 6

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of students at acceptable standard based on Provincial Achievement Test in grade 6 Mathematics	86.1	85.8	-0.3
Percent of students at standard of excellence based on Provincial Achievement Test in grade 6 Mathematics	14.5	14.5	0.0
Percent of students at acceptable standard based on teacher awarded marks in grade 6 Mathematics	88.9	86.7	-2.2
Percent of students at standard of excellence based on teacher awarded marks in grade 6 Mathematics	34.2	30.8	-3.4
Percent of students at acceptable standard based on teacher awarded marks in grade 4 Mathematics	92.5	90.0	-2.5
Percent of students at standard of excellence based on teachers awarded marks grade 4 in Mathematics	41.0	33.4	-7.6
Percent of students at acceptable standard based on teacher awarded marks in grade 5 Mathematics	88.7	88.5	-0.2
Percent of students at standard of excellence based on teacher awarded marks grade 5 in Mathematics	36.9	26.8	-10.1
Percent of students in project schools meeting acceptable standard on grade 4 performance-based assessments in mathematics	83.5	93.0	9.5
Percent of students in project schools meeting acceptable standard on grade 5 performance-based assessments in mathematics	69.5	78.1	8.6
Percentage of students in project schools meeting standard of excellence in grade 4 performance-based assessments in mathematics	25.2	39.5	14.3
Percentage of students in project schools meeting standard of excellence in grade 5 performance-based assessments in mathematics	12.9	28.8	15.9

### DIVISION III MATHEMATICS, GRADES 7 - 9

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	85.6	84.6	-1.0
Percent of students at standard of excellence based on teacher awarded marks in grade 7 Mathematics	29.8	27.1	-2.7
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Mathematics	79.4	79.6	0.2
Percent of students at standard of excellence based on teacher awarded marks in grade 8 Mathematics	25.5	25.7	0.2
Percent of students at acceptable standard based on teacher awarded marks in grade 9 Mathematics	75.6	79.0	3.4
Percent of students at standard of excellence based on teacher awarded marks in grade 9 Mathematics	22.3	26.3	4.0
Percent of students at acceptable standard based on Provincial Achievement Test in grade 9 Mathematics	69.6	69.1	-0.5
Percent of students at standard of excellence based on Provincial Achievement Test in grade 9 Mathematics	13.3	16.7	3.4
Percent of grade 7 students feeling confident in their Math ability	68.0	64.0	-4.0
Percent of grade 8 students feeling confident in their Math ability	61.0	61.0	0.0
Percent of grade 9 students feeling confident in their Math ability	52.0	60.0	8.0

### DIVISION IV MATHEMATICS, GRADES 10 -12

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of students at acceptable standard based on Pure Math 10 final marks	80.8	82.9	2.1
Percent of students at standard of excellence based on Pure Math 10 final marks.	23.0	25.5	2.5
Percent of students at acceptable standard based on Applied Math 10 final marks	59.6	69.5	9.9
Percent of students at standard of excellence based on Applied Math 10 final marks.	2.4	5.8	3.4

Percent of students at acceptable standard based on Pure Math 20 final marks	87.8	85.5	-2.3
Percent of students at standard of excellence based on Pure Math 20 final marks.	30.2	25.1	-5.1
Percent of students at acceptable standard based on Pure Math 30 diploma exam	82.0	83.2	1.2
Percent of students at the standard of excellence based on Pure Math 30 diploma exam	26.4	30.2	3.8
Percent of students expressing a positive attitude toward Mathematics	58.0	62.0	4.0
Percent of parents satisfied that schools are meeting students learning needs.	56.0	64.0	8.0

### MAXIMIZING STUDENT ACHIEVEMENT, KINDERGARTEN – GRADE 6

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of identified at-risk students reading at grade level on HLATs	70.0	78.2	8.2
Percent of identified at-risk students writing at grade level on HLATs	78.0	86.5	8.5
Percent of identified at-risk students at acceptable standard based on teacher awarded marks in 1-6 Language Arts	80.0	93.8	13.8
Percent of identified at-risk students at acceptable standard based on teacher awarded marks in 1-6 Mathematics	83.0	94.5	11.5
Percent of identified at-promise students at standard of excellence based on teacher awarded marks in 1-6 Language Arts	40.0	69.8	29.8
Percent of identified at-promise students at standard of excellence based on teacher awarded marks in 1-6 Mathematics	55.0	66.9	11.9

### MAXIMIZING STUDENT POTENTIAL, GRADES 7-9

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Language Arts	87.9	89.1	1.2
Percent of students at standard of excellence based on teacher awarded marks in grade 7 Language Arts	34.0	39.1	5.1
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	92.0	92.6	0.6



Percent of students at standard of excellence based on teacher awarded marks in grade 7 Mathematics	42.5	44.8	2.3
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Language Arts	86.9	89.3	2.4
Percent of students at standard of excellence based on teacher awarded marks grade 8 in Language Arts	39.5	43.7	4.2
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Mathematics	86.7	88.6	1.9
Percent of students at standard of excellence based on teacher awarded marks in grade 8 Mathematics	38.1	41.2	3.1
Percent of students at acceptable standard based on Provincial Achievement Test in grade 9 English Language Arts	93.0	92.4	-0.6
Percent of students at standard of excellence based on Provincial Achievement Test in grade 9 English Language Arts	26.5	26.0	-0.5
Percentage of students at acceptable standard based on Provincial Achievement Test in grade 9 Mathematics	79.7	79.6	-0.6
Percentage of students at standard of excellence based on Provincial Achievement Test in grade 9 Mathematics	23.5	24.7	1.2

### MAXIMIZING STUDENT POTENTIAL, GRADES 10 - 12

The following measures are collected from the individual projects.

MEASURE	BASELINE	2002 RESULT	DIFFERENCE
Percent of grade 10 Jasper Place students who have completed a portfolio	88.9	87.2	-1.7
Percent of Jasper Place students who achieved credits in CALM	79.2	91.7	12.5
Percent of identified Queen Elizabeth students who register with the district for the following year	71.4	78.9	7.5
Percent of Learning Store on Whyte students who completed courses	57.5	60.4	2.9