

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: Initial Three-Year Cycle Results

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RESOURCE
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INFORMATION

Introduction

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

This report provides results of the third year of the project as compared to the baseline with the exception of the tenth project, Focus on Instruction for Improved Student Achievement, where the results represent year two as compared to baseline.

Initial Three-Year Cycle: Effective Practices

Based on the first cycle of AISI projects, the following have emerged as effective practices (Appendix I) among AISI projects:

- focusing on curriculum and instruction
- instructional leadership teams
- targeted teacher training in best practices and available resources
- time for focused teacher collaboration and looking at student work
- literacy intervention and full day kindergarten
- provision of training and coaching by subject area consultants

First Cycle of AISI Projects: Results Achieved

A description of each project and results are summarized in Appendix II. Detailed results are provided in Appendix III. Highlights for the first cycle 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 and Focus on Instruction for Improved Student Achievement.

Extension of AISI Funding

A second cycle of AISI projects was announced by Alberta Learning in January 2003. 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. For the second cycle of AISI funding the district has two projects, full day kindergarten in the top 18 high needs schools and the Focus on Supporting Teaching and Learning project in all schools.

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 Teams

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 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, to set high expectations for all staff and students. Principals and teacher leaders worked together with teachers to implement best strategies, and to look at student work in relation to standards.

Targeted Teacher Training in Best Practices and Available Resources

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.

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.

Teacher Collaboration and Looking at Student Work

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. School teams built expertise and changed and refined practices. Many schools built in time for teacher collaboration and peer coaching.

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.

Teams were involved in sharing best assessment strategies among teachers in the projects. Sharing the results of student work 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.

Literacy Intervention and Full Day Kindergarten

Literacy intervention for at-risk students greatly increased their success in school. For all students, and especially at-risk students, intervention to assist them to develop reading skills at grade level had the highest degree of success. Intervention took many forms: full day kindergarten, Reading Recovery, and middle literacy in junior high. Full day kindergarten appeared to have the greatest impact on high needs students.

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 2003 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: (2003 results compared to baseline)

- Percentage of grade 1 students reading at or above grade level increased by 14.0%
- Percentage of grade 1 students writing at or above grade level increased by 12.3%
- Percentage of grade 2 students reading at or above grade level increased 11.5%
- Percentage of grade 2 students writing at or above grade level increased by 9.7%
- Percentage of grade 3 students meeting the acceptable standard on the Provincial Achievement Test, reading only, increased by 7.6%
- Percentage of grade 3 students meeting the acceptable standard on the Provincial Achievement Test, writing only, increased by 13.2%

Qualitative Results:

- Increased interest and participation among students in reading and writing tasks was observed
- Generally, over 80% of students are reading at or above grade level

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: (2003 results compared to baseline)

- Percentage of grade 1 students reading at or above grade level increased 1.9%
- Percentage of grade 1 students writing at or above grade level increased 5.1%
- Percentage of grade 2 students reading at or above grade level remained the same
- Percentage of grade 2 students writing at or above grade level increased by 1.5%
- Percentage of grade 3 students reading at or above grade level increased by 2.1%
- Percentage of grade 3 students writing at or above grade level decreased by 0.3%
- Percentage of grade 3 students achieving the acceptable standard on the Provincial Achievement Test, reading only, increased by 5.9%
- Percentage of grade 3 students achieving the acceptable standard on the Provincial Achievement Test, writing only, increased by 4.7%

MIDDLE LITERACY, GRADES 7 AND 8

Avalon

Avonmore-Nellie McClung

Britannia

Edith Rogers

Riverbend

Rosslyn

Vernon Barford

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: (2003 results compared to baseline)

- Percentage of identified students achieving acceptable standard on teacher awarded marks in Language Arts increased by 15.1%
- Percentage of identified grade 7 students identified at or above grade level in HLAT reading increased by 9.9%
- Percentage of identified students achieving one or more years growth in reading based on Burns and Roe increased by 13.0%
- Percentage of identified students achieving the acceptable standard on teacher awarded marks in Mathematics increased by 2.4%.
- Percentage of identified students achieving the acceptable standard on teacher awarded marks in Science decreased by 4.6%.
- Percentage of identified students achieving the acceptable standard on teacher awarded marks in Social Studies decreased by 2.7%

DIVISION II MATHEMATICS, GRADES 4 – 6

Afton
Dovercourt
Duggan
Holyrood
Lendrum

Lorelei
Malcolm Tweddle
Mount Royal
Newton
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: (2003 results compared to baseline)

- Percentage of students achieving the acceptable standard on performance-based assessments in grades 4 and 5 increased 9.8% and 12.8% respectively
- Percentage of students achieving the standard of excellence on performance-based assessments in grades 4 and 5 increased 14.1% and 20.9% respectively
- Percentage of grade 6 students meeting the acceptable standard and standard of excellence on the provincial achievement test in mathematics decreased 5.8% and 1.2% respectively
- Percentage of grades 4, 5 and 6 students meeting the acceptable standard on teacher awarded marks in mathematics increased 4.5%, 5.3% and 4.1% respectively
- Percentage of grades 4, 5 and 6 students meeting the standard of excellence on teacher awarded marks increased 3.0%, decreased 3.9% and decreased 2.2% respectively

Qualitative Results:

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

DIVISION III MATHEMATICS, GRADES 7 – 9

Balwin
D. S. MacKenzie
Dickinsfield
Hardisty
Highlands
Hillcrest
Horse Hill
Kenilworth

Killarney
Lawton
Ottewell
T. D. Baker
Wellington
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: (2003 results compared to baseline)

- Percentage of grade 7 students meeting the acceptable standard and standard of excellence on teacher awarded marks in mathematics increased 2.4% and 0.2% respectively
- Percentage of grade 8 students meeting the acceptable standard and standard of excellence on teacher awarded marks increased 3.6% and 1.5% respectively
- Percentage of grade 9 students meeting the acceptable standard and standard of excellence on teacher awarded marks increased 5.4% and 6.7 % respectively
- Percentage of grade 9 students meeting the acceptable standard and standard of excellence on provincial achievement tests increased 2.6% and 7.9% respectively

Qualitative Results:

- Percentage of grade 7 and 8 students feeling confident in their mathematics abilities increased to 69% and remained at 61% respectively.
- Percentage of grade 9 students feeling confident in their mathematics abilities increased 13.0% from 52% to 65%.

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: (2003 results compared to baseline)

- Percentage of students meeting the acceptable standard and standard of excellence based on Applied Math 10 final results increased by 9.5% and 2.2% respectively
- Percentage of students meeting the acceptable standard and standard of excellence based on Applied Math 20 final results decreased by 6.8% and increased by 2.9% respectively
- Percentage of students meeting the acceptable standard and standard of excellence based on Applied Math 30 diploma exam are 85.0% and 14.5% respectively

- Percentage of students meeting the acceptable standard and standard of excellence based on Pure Math 10 final results increased by 2.9% and 6.8% respectively
- Percentage of students meeting the acceptable standard and standard of excellence based on Pure Math 20 final results increased by 0.6% and remained the same respectively
- Percentage of students meeting the acceptable standard and the standard of excellence on the Pure Math 30 diploma exam increased by 4.3% and 5.3% respectively

Qualitative Results:

- Percentage of students expressing a positive attitude towards mathematics increased by 12% from 58% to 70%.
- Percentage of parents satisfied that schools are meeting students' learning needs increased 19% from 56% to 75%.

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: (2003 results compared to baseline)

- Percentage of at-risk students reading and writing at or above grade level increased 11.4% and 8.9% respectively
- Percentage of at-risk students achieving the acceptable standard on teacher awarded marks in language arts and mathematics increased 16.9% and 10.8% respectively
- Percentage of at-promise students achieving the standard of excellence on teacher awarded marks in language arts and mathematics increased 5.3% and decreased 13.3% respectively

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: (2003 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 decreased 1.2% and increased 4.1% respectively
- Percentage of grade 7 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in mathematics decreased 5.6% and increased 4.0% respectively
- Percentage of grade 8 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in language arts increased 1.5% and 0.2% respectively
- Percentage of grade 8 students achieving the acceptable standard and the standard of excellence based on teacher awarded marks in mathematics increased 2.5% and 4.8% respectively
- Percentage of grade 9 students achieving the acceptable standard and the standard of excellence based on provincial achievement tests in language arts increased 0.9% and decreased 0.8% respectively
- Percentage of grade 9 students achieving the acceptable standard and the standard of excellence based on provincial achievement tests in mathematics increased 3.3% and 11.4% respectively

Qualitative Results:

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

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 the teachers in dealing with the unique needs of these students. Jasper Place continued the 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: (2003 results compared to baseline)

- Percentage of Jasper Place grade 11 students receiving credits in CALM increased by 13.8%
- Percentage of Queen Elizabeth students registering for the following year increased by 9.6%
- Percentage of Learning Store students successfully completing courses increased by 5.5%

Qualitative Results:

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

FOCUS ON INSTRUCTION FOR IMPROVED STUDENT ACHIEVEMENT

All schools

Project Description: This project was designed to improve student achievement through a whole school focus on teaching and learning. Schools across the district were expected to implement long-term sustainable strategies to improve student achievement. Most schools chose literacy, numeracy, or higher level thinking skills as their focus. Due to Alberta Learning requirements, the district was not able to use measures for language arts or math performance for this project since they were already listed with prior AISI projects. However, across the district, for the 2002-2003 school year, there were substantial increases in Provincial Achievement Test results in Language Arts and Mathematics as well as increases in Highest Level of Achievement Tests and diploma exam results which may be attributable to this tenth AISI project.

Quantitative Results:

This project, Focus on Instruction for Improved Student Achievement, has been redefined as the foremost AISI project for the district for the next three years. The best practices that emerged from the original AISI projects have been incorporated into Focus on Supporting Teaching and Learning. Baseline data for this AISI project, using Provincial Achievement Tests, provincial Diploma Exams, district HLAT results, and course completion data will be calculated using a three year historical average.

Year one results for this project will be brought to board in the fall of 2004.

DETAILED RESULTS INFORMATION**EARLY LITERACY**

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of grade 1 students at or above grade level on HLATs in reading	74.3	88.3	14.0
Percent of grade 1 students at or above grade level on HLATs in writing	69.5	81.8	12.3
Percent of grade 2 students at or above grade level on HLATs in reading	64.1	75.6	11.5
Percent of grade 2 students at or above grade level on HLATs in writing	74.5	89.2	9.7
Percent of students meeting the acceptable standard in the grade 3 PAT reading only	72.3	79.9	7.6
Percent of students meeting the acceptable standard in the grade 3 PAT writing only	70.7	83.9	13.2

BALANCED LITERACY

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of grade 1 students at or above grade level on HLATs in reading	90.6	92.5	1.9
Percent of grade 1 students at or above grade level on HLATs in writing	84.6	89.7	5.1
Percent of grade 2 students at or above grade level on HLATs in reading	88.6	88.6	0.0
Percent of grade 2 students at or above grade level on HLATs in writing	89.0	90.5	1.5
Percent of grade 3 students at or above grade level on HLATs in reading	84.4	86.5	2.1
Percent of grade 3 students at or above grade level on HLATs in writing	88.7	88.4	-0.3
Percent of students meeting the acceptable standard in the grade 3 PAT reading only	81.6	87.5	6.9

MIDDLE LITERACY

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of identified students at acceptable standard based on teacher awarded marks in grade 7 Language Arts	71.0	86.5	15.5
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	78	80.4	2.4
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Science	85.0	80.4	-4.6
Percentage of identified students at acceptable standard based on teacher awarded marks in grade 7 Social Studies	82.0	79.3	-2.7
Percent of identified grade 7 students at or above grade level on HLATs in reading	69.0	78.9	9.9
Percentage of identified students achieving one or more year's growth in reading based on Burns & Roe	77.5	90.5	13.0

DIVISION II MATHEMATICS, GRADES 4 – 6

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of students at acceptable standard based on Provincial Achievement Test in grade 6 Mathematics	86.1	80.3	-5.8
Percent of students at standard of excellence based on Provincial Achievement Test in grade 6 Mathematics	14.5	13.3	-1.2
Percent of students at acceptable standard based on teacher awarded marks in grade 6 Mathematics	88.9	93.0	4.1
Percent of students at standard of excellence based on teacher awarded marks in grade 6 Mathematics	34.2	32.0	-2.2
Percent of students at acceptable standard based on teacher awarded marks in grade 4 Mathematics	92.5	97.0	4.5
Percent of students at standard of excellence based on teachers awarded marks grade 4 in Mathematics	41.0	44.0	3.0
Percent of students at acceptable standard based on teacher awarded marks in grade 5 Mathematics	88.7	94.0	5.3

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of students at standard of excellence based on teacher awarded marks grade 5 in Mathematics	36.9	33.0	-3.9
Percent of students in project schools meeting acceptable standard on grade 4 performance-based assessments in mathematics	83.5	93.3	9.8
Percent of students in project schools meeting acceptable standard on grade 5 performance-based assessments in mathematics	69.5	82.3	12.8
Percent of students in project schools meeting standard of excellence on grade 4 performance-based assessments in mathematics	25.2	39.3	14.1
Percent of students in project schools meeting standard of excellence on grade 5 performance-based assessments in mathematics	12.9	33.8	20.9

DIVISION III MATHEMATICS, GRADES 7 – 9

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	85.6	88.0	2.4
Percent of students at standard of excellence based on teacher awarded marks in grade 7 Mathematics	29.8	30.0	0.2
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Mathematics	79.4	83.0	3.6
Percent of students at standard of excellence based on teacher awarded marks in grade 8 Mathematics	25.5	27.0	1.5
Percent of students at acceptable standard based on teacher awarded marks in grade 9 Mathematics	75.6	81.0	5.4
Percent of students at standard of excellence based on teacher awarded marks in grade 9 Mathematics	22.3	29.0	6.7
Percent of students at acceptable standard based on Provincial Achievement Test in grade 9 Mathematics	69.6	72.2	2.6
Percent of students at standard of excellence based on Provincial Achievement Test in grade 9 Mathematics	13.3	21.2	7.9

DIVISION IV MATHEMATICS, GRADES 10 -12

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of students at acceptable standard based on Pure Math 10 final marks	80.8	83.7	2.9
Percent of students at standard of excellence based on Pure Math 10 final marks.	23.0	29.8	6.8
Percent of students at acceptable standard based on Applied Math 10 final marks	59.6	69.1	9.5
Percent of students at standard of excellence based on Applied Math 10 final marks.	2.4	4.6	2.2
Percent of students at acceptable standard based on Pure Math 20 final marks	87.8	88.4	0.6
Percent of students at standard of excellence based on Pure Math 20 final marks.	30.2	30.2	0.0
Percent of students at acceptable standard based on Applied Math 20 final marks	73.6	80.4	6.8
Percent of students at standard of excellence based on Applied Math 20 final marks.	4.7	7.6	2.9
Percent of students at acceptable standard based on Pure Math 30 diploma exam	82.0	86.3	4.3
Percent of students at standard of excellence based on Pure Math 30 diploma exam	26.4	31.7	5.3
Percent of students at the acceptable standard based on Applied Math 30 diploma exam	N/A	85.0	NA
Percent of students at standard of excellence based on Applied Math 30 diploma exam	N/A	14.5	NA

MAXIMIZING STUDENT ACHIEVEMENT, KINDERGARTEN – GRADE 6

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of identified at-risk students reading at grade level on HLATs	70.0	81.4	11.4
Percent of identified at-risk students writing at grade level on HLATs	78.0	86.9	8.9
Percent of identified at-risk students at acceptable standard based on teacher awarded marks in 1-6 Language Arts	80.0	96.9	16.9
Percent of identified at-risk students at acceptable standard based on teacher awarded marks in 1-6 Mathematics	83.0	93.8	10.8
Percent of identified at-promise students at standard of excellence based on teacher awarded marks in 1-6 Language Arts	40.0	45.3	5.3
Percent of identified at-promise students at standard of excellence based on teacher awarded marks in 1-6 Mathematics	55.0	41.7	-13.3

MAXIMIZING STUDENT POTENTIAL, GRADES 7-9

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Language Arts	87.9	86.7	-1.2
Percent of students at standard of excellence based on teacher awarded marks in grade 7 Language Arts	34.0	38.1	4.1
Percent of students at acceptable standard based on teacher awarded marks in grade 7 Mathematics	92.0	86.4	-5.6
Percent of students at standard of excellence based on teacher awarded marks in grade 7 Mathematics	42.5	46.5	4.0
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Language Arts	86.9	88.4	1.5
Percent of students at standard of excellence based on teacher awarded marks grade 8 in Language Arts	39.5	39.7	0.2
Percent of students at acceptable standard based on teacher awarded marks in grade 8 Mathematics	86.7	89.2	2.5
Percent of students at standard of excellence based on teacher awarded marks in grade 8 Mathematics	38.1	42.9	4.8
Percent of students at acceptable standard based on Provincial Achievement Test in grade 9 English Language Arts	93.0	93.9	0.9
Percent of students at standard of excellence based on Provincial Achievement Test in grade 9 English Language Arts	26.5	25.7	-0.8
Percentage of students at acceptable standard based on Provincial Achievement Test in grade 9 Mathematics	79.7	83.0	3.3
Percentage of students at standard of excellence based on Provincial Achievement Test in grade 9 Mathematics	23.5	34.9	11.4

MAXIMIZING STUDENT POTENTIAL, GRADES 10 – 12

The following measures are collected from the individual projects.

MEASURE	BASELINE	2003 RESULT	DIFFERENCE
Percent of Jasper Place students who achieved credits in CALM	79.2	93.0	13.8
Percent of identified Queen Elizabeth students who register with the district for the following year	71.4	81.0	9.6
Percent of Learning Store on Whyte students who completed courses	57.5	63.0	5.5