



FACTS ABOUT THE ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT (AISI)

I. What is AISI?

AISI is a bold approach to supporting the improvement of student learning by encouraging teachers, parents, and the community to work collaboratively to introduce innovative and creative initiatives based upon local needs and circumstances. AISI is characterized by the following 11 attributes.

1. **Partnership** – AISI is a partnership among teachers, superintendents, trustees, business officials, universities, parents, and government. By working together, the partners continue to develop new relationships, strategies, and practices that provide long-term benefits to teaching and learning in our province.
2. **Catalyst** – AISI is a catalyst for change. The common goal, targeted funding, partnership, positive climate, and supportive infrastructure act in concert to achieve significant change in teaching and learning.
3. **Student focused** – AISI communicates a compelling commitment to school improvement that aligns with the long-term vision of Alberta Education. AISI projects continue to strengthen the focus on student learning and accommodate the diverse learning needs of individual students and special populations.
4. **Flexibility** – School authorities choose strategies that enhance learning in the local context.
5. **Collaboration** – Projects are developed and implemented with meaningful involvement of the school community. The active engagement of staff, students, parents and partners is critical to project success.
6. **Culture of Continuous Improvement** – AISI promotes a culture of continuous improvement that is evident in schools and jurisdictions that clearly align school improvement goals, classroom practices and performance.
7. **Evidence-based Practice** – Evidence that educational practices benefit student learning and performance, through the collection, analysis and interpretation of data, is foundational to AISI. The use of multiple methods and data sources gives Albertans confidence in the results.
8. **Research-based Interventions** – Solid research provides a reasonable expectation that improvement will occur. Implementation of effective instructional strategies is core to AISI projects. AISI is a vehicle for testing the efficacy of these interventions in the Alberta context.
9. **Inquiry and Reflection** – A clear focus on student learning is the foundation for inquiry and reflection. Analyzing strategies that worked and building on them lead to continuous improvement. Strategies that did not work as expected can provide important information about what needs to change and what might be successful.
10. **Building Capacity and Sustainability** – Effective PD is planned, systemic and sustained. Promising practices, tools, products and processes developed and/or acquired through AISI will benefit Alberta's students in the future.
11. **Knowledge** – AISI contributes to the body of knowledge about teaching, learning, and instructional improvement. The AISI family shares this knowledge widely through conferences, reports, the Clearinghouse, and provincial networking sessions.



II. Background

- The goal of AISI is to improve student learning and performance by supporting initiatives that address unique needs and circumstances within school authorities.
- AISI funding is targeted, which means it is provided to school authorities for specific local initiatives that are focused on improving student learning. This funding is in addition to basic instruction funding.
- All provincially funded school authorities in Alberta (ECS to grade 12) are eligible to receive AISI funding at the current rate of about \$132 per registered student in grades 1 to 12 in public school authorities, \$79 for private school students (60% of public school funding), and \$66 for Early Childhood Services (Kindergarten) students.
- The funding entitlement to each school authority for any given school year is based upon the previous September 30th registered student count.
- About 1200 AISI projects were developed and implemented during the first two cycles (2000-2006).
- AISI is currently in its third cycle (2006-2009) with about 388 approved projects.

III. Project Requirements

Project Application

Each AISI project plan/proposal requires the following:

1. Project description
2. School community involvement
3. Support of Implementers
4. Literature and research (citation and application)
5. Improvement goal(s) aligned with strategies and measures
6. Measures (quantitative and qualitative), baseline(s) and improvement targets
7. Key strategies and processes (instructional strategies, student assessment, project management and coordination, professional development, parental involvement)
8. Evaluation Process
9. Integration and sustainability
10. Knowledge dissemination and sharing
11. Ongoing administrative support
12. Staffing requirement
13. Budget projections
14. Project expense percentages
15. Certification by project coordinator
16. Certification by superintendent

Measures

- Every project plan required a set of performance measures to evaluate success.
- Measures with numeric data fell under two broad categories:
 - Student learning measures directly related to student achievement.
 - Qualitative and other measures such as satisfaction and attitudes of students, parents or teachers.
- Measures without numeric data (mostly observations and anecdotes) were reported as descriptions of quality.
- Student learning measures included Provincial Achievement Tests (PAT) and Diploma Examinations (DE), commercially available standardized tests, and locally developed tests/assessments.
- Qualitative measures included satisfaction, attitudes, behaviour, and other program implementation measures such as the number of workshops held and the number of technology outcomes integrated into the curriculum.

Annual Reports

AISI projects require an annual report. The final annual report includes a summative evaluation for all the years that the project was funded. The annual report includes:

- Results achieved in relation to baseline and targets for quantitative and qualitative measures;
- Description of evidence of success achieved or description of quality measures;
- Actual expenditures and expense percentages in relation to the original budget estimates; and
- Responses to open-ended questions. The open-ended questions for the final (summative) report focused on the following areas:
 - Student learning outcomes achieved
 - Other project goals achieved
 - Lessons learned
 - Effective practices (instructional strategies, assessment, professional development, project management, parental involvement) that demonstrated the greatest impact on student learning and educational practices
 - Sustainability and integration
 - Summary statement of project results including conclusions and implications for continued improvement in student learning

Data Analysis

Four analyses are performed on project data to determine success:

1. Results that met or exceeded annual **targets**.
2. Results that improved over the **baseline**.
3. Magnitude of improvement through **effect size analysis**.
4. Relative effects of various project categories through **meta-analysis** (refer to the [first and second year annual reports](#) and the AISI Cycle 1 Provincial Report for detailed information on effect sizes and meta-analysis).

IV. Support for Implementation

- **School Improvement Branch (SIB):** The School Improvement Branch is responsible for AISI and provides the main support to school authorities. Staff members work directly with local AISI coordinators to meet project requirements and to continually improve upon their projects. The branch generates a variety of reports including the annual provincial AISI reports.

- **University Support:** Funding is provided to the four Faculties of Education (University of Alberta, Campus Saint-Jean, University of Calgary, and University of Lethbridge) to provide direct assistance and information to school authorities requesting advice on related AISI literature, improvement strategies, measures and evaluation, and other areas of local need.
 - **Annotated Bibliography:** An online annotated bibliography on topics related to school improvement is on the Alberta Education AISI website to help school jurisdictions. This online resource is fully searchable by author, title, key word, descriptor, and source.
 - **Ongoing Professional Development:** Annual AISI conferences, visitations and regional and provincial professional development workshops are examples of the formal support provided.
 - **Electronic Management System:** The online AISI management system is used for the submission, review and approval of project proposals and reports. The system enables school authorities to review and update their project plans and share information.
 - **Technical Assistance:** Alberta Education’s Help Desk Team assists AISI project coordinators in accessing the Extranet (a secure site for school authority data). SIB staff provide ongoing assistance to school authorities in working through the AISI online application and report forms.
- AISI Clearinghouse:** An internet-based clearinghouse has been developed to share promising practices, products and tools. The clearinghouse is accessible to teachers, educational stakeholders and the general public at www.education.gov.ab.ca/k_12/special/aisi
- **Annual/Final Reports:** Annual reports summarize AISI outcomes and lessons learned. These reports are available at www.education.gov.ab.ca/k_12/special/aisi/aisidocs/annualreports.asp

V. The AISI Education Partners Steering Committee (EPSC)

The AISI partnership has resulted in the building of trust, collaboration, and teamwork among the seven education partners who represent diverse interests in providing education for children. This partnership was a major contributing factor in the successful design and development of an exemplary school improvement model. We can take pride in the fact that Albertans developed AISI in the Alberta context. AISI represents the collective wisdom of the partners and other stakeholders, whose strong commitment contributes to meaningful improvement in student learning and performance. EPSC consists of:

- Alberta Home & School Councils’ Association (AHSCA)
- Alberta Education (AE)
- Alberta School Boards Association (ASBA)
- Association of School Business Officials of Alberta (ASBOA)
- Alberta Teachers’ Association (ATA)
- College of Alberta School Superintendents (CASS)
- University Faculties of Education (University of Alberta, University of Calgary, University of Lethbridge, Campus Saint-Jean)

