

***1999-2000 Management
Information
Reporting Schedules***

May 10, 2000



Alberta
LEARNING

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Purpose of Management Information Reporting Schedules

Alberta Learning continues to require timely information about the implementation and impact of special needs programs throughout the province. This information enables Alberta Learning to monitor the effectiveness of these programs on an annual basis and report to government and the public, and to make program adjustments that may be needed or to plan the nature and funding of future programs. School authorities will also be able to access this summary data for purposes of program evaluation and reporting at the local level.

To assist school boards with reporting information on the implementation of English as a Second Language, Special Education and Technology Integration Funding programs in an accurate and timely way, Alberta Learning has updated the Management Information Reporting Schedules (MIRS). The three MIRS reports for the 1999/2000 school year are due by November 30, 2000.

Changes to MIRS

Schedules 8-ESL and 12-TIF measured clearly delineated programs and performed well in 1998-1999. These two schedules are unchanged except for the reporting period. Schedules 9a/9b-Sp. Ed. also performed well, but have been combined into a single revised schedule. The reporting requirements for Schedule 9 have been dramatically reduced by requiring data only on special needs students in grades 3, 6, and 9 who did not write the provincial achievement tests for the 1999-2000 school year. However, jurisdiction staff are reminded of the accountability requirement that Annual Education Results Reports include a summary of the progress and achievement of specific groups of students related to provincial initiatives: Early Literacy, ESL and students with special needs.

Schedules 6, 7a, 7b, 10, and 11 have been discontinued for 1999-2000. Observations of the performance of these schedules and the subsequent disposition of the provincial level reporting function are summarized below.

Schedule	Observation	Disposition
Schedule 6 – Early Literacy Initiative	Correspondence between total students and outcomes data reported was 78%.	1999-2000 Early Literacy Initiative projects are being evaluation through a field-based multi-method evaluation coordinated by the System Improvement and Reporting Division.
Schedule 7a – Program Enhancement Project	Correspondence between total students and outcomes data reported was 89%.	Project evaluation pending future review by System Improvement and Reporting Division.
Schedule 7b – Enhanced Opportunity Project	Correspondence between total students and outcomes data reported was 64%.	Project evaluation pending future review by System Improvement and Reporting Division.
Schedule 10 – Teacher Assistants Program	Data collected for 1998-1999 will not change substantially from year to year.	Data collection every year is not necessary.
Schedule 11 – Native Education Project	Correspondence between total students and outcomes data reported ranged from 59% for aboriginal students receiving support services only to 133% for students receiving support and remedial services.	The Native Education Project is being reviewed on the basis of the <i>1999 Native Education Projects Summary Report</i> , completed by the Aboriginal Services Branch.

**Management Information Reporting Schedule 8
(1999/2000 School Year - Due November 30, 2000)**

ENGLISH AS A SECOND LANGUAGE PROGRAM

The purpose of this funding is to assist Canadian-born and non Canadian-born ESL students in grades 1-12 to meet grade level standards in English Language Arts.

Please complete the following. The Worksheet provided should be used to assist in compiling the results achieved data. The worksheet should not be submitted to Alberta Learning. An ESL Provincial Reporting Framework is also attached to assist you.

Students Served

	Total number of Canadian-born ESL students served for the entire school year or who completed the ESL instruction
	Total number of non Canadian-born ESL students served for the entire school year or who completed the ESL instruction

Results Achieved (from Worksheet for Schedule 8)

	Number of Canadian-born ESL students reported above who meet the acceptable standard for their grade
	Number of Canadian-born ESL students reported above who achieved at the high intermediate category for their expected grade level
	Number of Canadian-born students reported above who achieved at the intermediate category for their expected grade level
	Number of Canadian-born students reported above who achieved at the beginner category for their expected grade level
	Number of non Canadian-born ESL students reported above who meet the acceptable standard for their grade
	Number of non Canadian-born ESL students reported above who achieved at the high intermediate category for their expected grade level
	Number of non Canadian-born students reported above who achieved at the intermediate category for their expected grade level
	Number of non Canadian-born students reported above who achieved at the beginner category for their expected grade level

Superintendent: _____

Date: _____

School Jurisdiction: _____

Worksheet for Schedule 8
(Do not submit worksheets to Alberta Learning)

ENGLISH AS A SECOND LANGUAGE PROGRAM

Please record the number of Canadian-born and non Canadian-born students in each part of the reporting grid below*. Teachers are encouraged to use the attached ESL Provincial Reporting Framework.

Canadian-born ESL Students

Levels of Performance	Number of Students at Entry into Program	Number of Students at End of Instruction or the School Year
Meets Acceptable Standard (AS)		
High Intermediate (HI)		
Intermediate (I)		
Beginner (B)		
TOTALS		

Non Canadian-born ESL Students

Levels of Performance	Number of Students at Entry into Program	Number of Students at End of Instruction or the School Year
Meets Acceptable Standard (AS)		
High Intermediate (HI)		
Intermediate (I)		
Beginner (B)		
TOTALS		

AS: The student demonstrates skills in **listening, speaking, reading and writing** in English language arts that are **at the acceptable standard for the expected grade level**.**

HI: The student demonstrates skills **in listening, speaking and reading** skills that are **at the expected grade level**** and **writing** skills that are **below the expected grade level**.**

I: The student demonstrates **listening and speaking** skills that are **at the expected grade level**** and **reading and writing** skills that are **below the expected grade level**.**

B: The student demonstrates little or no skills in **listening, speaking, reading and writing** using English language arts materials that are **below the expected grade level**.**

*Assessment of the student's level of achievement should be made by the teacher(s) who provide(s) the English as a Second Language instruction to the student. Assessment is based on the student's performance relative to the outcomes in the *English Language Arts, Kindergarten to Grade 9 (1999)*; or, *the Elementary Language Learning (1991)*; or, *the English as a Second Language (Senior High) (1997) Program of Studies* for the student's expected grade level.

**expected grade level means the grade level that corresponds to the student's chronological age and years in school.

ESL PROVINCIAL REPORTING FRAMEWORK

Beginner (B)	Intermediate (I)	High Intermediate (HI)	Acceptable
Listening & Speaking			
<p>Understands little or no English</p> <p>Understands only slow simple speech</p> <p>Vocabulary is limited to basic and survival areas</p> <p>May not yet be able to read environmental print. Repeats phrases and songs without understanding</p>	<p>Demonstrates some listening behavior</p> <p>Watches and copies others for cues in following instructions</p> <p>Asks simple questions</p> <p>Uses simple repetitions or memorized expressions</p>	<p>Follows simple instructions relying on <u>visual</u> input</p> <p>Can follow routine classroom instructions</p> <p>Asks questions for clarification</p> <p>Begins to develop basic communication skills: simple sentence, basic vocabulary, <u>uses language literally</u></p>	<p>Follows instructions relying on <u>aural</u> and visual cues</p> <p>Requires less elaboration of instruction</p> <p>Initiates and involves others in conversation</p> <p>Demonstrates increasing control and complexity of structure in communication</p>
Reading			
	<p>Reads familiar words</p> <p>Recognizes and uses alphabetical order</p> <p>Begins to use word analysis skills</p>	<p>Reads and understands some sentences and sheet passages</p> <p>Uses a dictionary with help</p> <p>Uses context to predict meaning</p>	<p>May read for information and enjoyment</p> <p>Asks a friend for word definitions</p> <p>Demonstrates comprehension by making predictions, answering questions, drawing conclusion</p>
Writing			
	<p>Uses a combination of correct inventive spelling</p> <p>Writes simple sentences</p> <p>Meaning is conveyed without grammatical accuracy</p> <p>Participates in guided and group writing</p>	<p>Evidence of acquisition of spelling patterns although with errors</p> <p>Uses some sentence variety such as interrogative and exclamation</p> <p>Shows some control over grammatical accuracy</p> <p>Can write a paragraph in narrative form with guided help</p>	<p>Can self edit spelling with dictionary</p> <p>Writes for a variety of purposes.</p> <p>Approximates native like command in some areas of grammar</p> <p>Requires some guidance (modeling and intervention) with expository and descriptive writing in a variety of forms. e.g.: conducting a reporting of research. Personal style of writing is emerging</p>
Cultural Awareness and Participation			
Only aware of one's own culture	Aware of more than one culture	Able to adapt to more than one culture	Able to participate in more than one culture

MANAGEMENT INFORMATION REPORTING SCHEDULE 9--1999/2000
SCHOOL YEAR – Due November 30, 2000
SEVERE AND MILD/MODERATE DISABILITIES AND GIFTED SPECIAL EDUCATION
PROGRAMS

School jurisdictions receive funding for students who are gifted and for students who have mild/moderate and severe disabilities. The following information is required to determine the effect of funding on students with special needs and to determine educational outcomes for these students.

SECTION I: TEACHERS*, TEACHER ASSISTANTS, PROFESSIONAL SUPPORT PERSONNEL*****

	Number of FTE teachers* in the 1999/2000 school year assigned to students who are gifted.
	Number of FTE teachers* in the 1999/2000 school year assigned to students with mild/moderate disabilities.
	Number of FTE teachers* in the 1999/2000 school year assigned to students with severe disabilities
	Number of FTE teacher assistants** in the 1999/2000 school year assigned to students who are gifted.
	Number of FTE teacher assistants** in the 1999/2000 school year assigned to students with mild/moderate disabilities.
	Number of FTE teacher assistants** in the 1999/2000 school year assigned to students with severe disabilities
	Number of FTE professional support personnel**** in the 1999/2000 school year assigned to students who are gifted.
	Number of FTE professional support personnel**** in the 1999/2000 school year assigned to students with mild/moderate disabilities.
	Number of FTE professional support personnel**** the 1999/2000 school year assigned to students with severe disabilities.

*Teachers in a Special Education classroom or Resource Teachers in a regular classroom.

**Assistants in a Special Education classroom or assistants assigned to individual students in a regular classroom.

***Specialists in staff or contracted positions (e.g., psychologists, behavioral specialist, special needs co-ordinators, etc.). Contracted services can be converted to FTE by dividing the contracted service fees by the jurisdiction's average teacher salary.

SECTION II: RESULTS ACHIEVED IN 1999/2000 FOR STUDENTS WITH SEVERE DISABILITIES IN GRADE 3, 6 OR 9 OR IN AN UNGRADED PROGRAM IN THEIR THIRD, SIXTH, OR NINTH YEAR OF SCHOOLING AND NOT WRITING ACHIEVEMENT TESTS

Achievement Levels	Number of Students ¹			Percentage of Total ²		
	3 rd Yr.	6 th Yr.	9 th Yr.	3 rd Yr.	6 th Yr.	9 th Yr.
Students with severe disabilities who met all IPP goals.*						
Students with severe disabilities who met most IPP goals.*						
Students with severe disabilities who met some IPP goals.*						
Students with severe disabilities who met very few, if any , IPP goals.*						

***Note:** Individualized Program Plan (IPP) goals as assessed in observable, measurable terms in academic, physical and emotional/ behavioral domains. Students with severe disabilities are identified in the **code "40"** categories in the Student Information System (SIS) and reported though the Educational Information Exchange (EIE) exceptional student categories.

¹ Total number of students equals those who were excused from writing the PATs in the June 2000 administration.

² Percentage is determined by dividing the number of students achieving at a certain level by the total number of students with severe disabilities not writing the achievement tests and multiplying by 100.

SECTION III: RESULTS ACHIEVED IN LANGUAGE ARTS FOR STUDENTS WITH MILD OR MODERATE DISABILITIES AND NOT WRITING THE ACHIEVEMENT TESTS

Achievement Levels* for Students with Mild/Moderate Disabilities	Language Arts					
	Grade 3		Grade 6		Grade 9	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Students with mild/moderate disabilities who <u>met the expectations for their grade level**</u> by the end of the school year.						
Students with mild/moderate disabilities who <u>improved but did not meet expectations for their grade level**</u> by the end of the school year.						
Students with mild/moderate disabilities who did not improve or who regressed in relation to the <u>expectations for their grade level**</u> by the end of the school year.						

SECTION IV: RESULTS ACHIEVED IN MATHEMATICS FOR STUDENTS WITH MILD OR MODERATE DISABILITIES AND NOT WRITING THE ACHIEVEMENT TESTS

Achievement Levels* for Students with Mild/Moderate Disabilities	Mathematics					
	Grade 3		Grade 6		Grade 9	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Students with mild/moderate disabilities who <u>met the expectations for their grade level**</u> by the end of the school year.						
Students with mild/moderate disabilities who <u>improved but did not meet expectations for their grade level**</u> by the end of the school year.						
Students with mild/moderate disabilities who did not improve or who regressed in relation to the <u>expectations for their grade level**</u> by the end of the school year.						

Note: Students with mild/moderate disabilities are designated in the **code "50"** exceptional student categories. Number of students for each grade equals the total number of students excused from writing the achievement tests in June 2000. Percentage is calculated by dividing the number of students in each achievement category by the total number of students and multiplying by 100.
 *Assessment of the student's level of achievement should be made by the teacher(s) providing the special education program to the student.
 **Assessment is based on the student's performance in relation to the knowledge, skill, and attitude outcomes in the Programs of Study for the student's expected grade level. Students with special needs may demonstrate skills in alternate formats (e.g., listening skills may be demonstrated by observing and responding to sign language). Expected grade level means the grade level that corresponds to the student's years in school.

Superintendent: _____

Date: _____

School Jurisdiction: _____

**Management Information Reporting Schedule 12
(September 1, 1999 to August 31, 2000 – Due November 30, 2000)**

TECHNOLOGY INTEGRATION FUNDING (TIF)

The purpose of the funding for technology integration is to place as much computer technology as possible into Alberta classrooms to enhance student learning. One payment was issued to school jurisdictions during this reporting period:

\$41 per funded student in May 2000

Please complete the following to assist us in measuring the success of this program.

Expenditures

	Total Technology Integration expenditures between September 1, 1999 and August 31, 2000.
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Computers

	Total number of classroom computers purchased or upgraded using Technology Integration Funding* between September 1, 1999 and August 31, 2000.
	Total number of modern** classroom computers on August 31, 2000 (including those reported above).
	Student/modern classroom computer ratio*** (Show ratio as “3.25:1” or “9.50:1”, for example, rounding to two decimal places).
	Range in the student/modern classroom computer ratio among schools from lowest school student/modern computer ratio to highest school student/modern computer ratio. (Show range as “5.63:1 to 10.08:1”, for example, rounding to two decimal places).

* Computers purchased or upgraded using Technology Integration Funding must meet or exceed the minimum hardware configuration:

Intel Pentium 100, 16 megabytes of RAM, CD-ROM (or networked CD-ROM device); or

Power Macintosh, 120 MHz or better; 16 megabytes of RAM, CD-ROM (or networked CD-ROM device)

** Modern classroom computers are computers that are less than five years old from the date of manufacture or upgraded after August 1995.

***Student count based on September 30, 1999 enrollment.

Superintendent: _____

Date: _____

School Jurisdiction: _____

MIRS Administrative Procedures

1. *When are the schedules due to the department?*

Schedules 8 and 9 require data to be collected up to the end of the 1999/2000 school year. Schedule 12 requires data to be collected up to August 31, 2000. All three schedules are due no later than November 30, 2000.

2. *How are the Schedules to be submitted?*

Submission via extranet is the preferred vehicle. Data may be submitted between September 1 and November 30, 2000. Please see question 3 regarding how to access and use MIRS from the Extranet.

Via Extranet: URL: <https://phoenix.edc.gov.ab.ca>

If an authority does not have extranet access then other options are:

Via Email:

E-mail: askEd.mirs@edc.gov.ab.ca

Via Fax:

Fax Number: (780) 422-8345

Via Regular Mail:

Two copies of the completed schedule to:
System Improvement and Reporting Division
Alberta Learning
10th Floor West
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

3. *How do you access and use the Extranet?*

URL: <https://phoenix.edc.gov.ab.ca>

If you already have access to MIRS on Extranet

How to Submit or Update a schedule:

Click on MIRS from the left menu once you have successfully logged in.

Choose the schedule you need to complete or update from the drop-down list.

Fill in the data and click on the SUBMIT button once finished.

If you do not have access to MIRS on Extranet

How to request MIRS access:

Print the "Extranet Application - Jurisdiction" form from the Extranet

<<https://phoenix.edc.gov.ab.ca>>

Follow the instructions to complete the form.

Indicate on the form that the ID being created needs access to the MIRS application.

And fax it to (780) 427-1179.

Note: Online help is also available if you require further assistance. MIRS is currently available ONLY for School Authorities access.

4. How will the MIRS information be used?

MIRS data will be compiled into reporting formats available to managers in Alberta Learning. Summary data also will be provided to school authorities and the public. The System Improvement and Reporting Division will compile the data into summary reports to senior managers and government and will identify recommendations for adjusting projects as appropriate.

5. What happens if a school authority does not submit MIRS?

The provision of evaluative data is typically a condition of funding and is authorized under Sections 26 and 60.1 of the *School Act*.