

Results: Learner-Centered Leadership | Arizona State University

Figure 1

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 3rd grade math for participating schools, participating districts, and state.

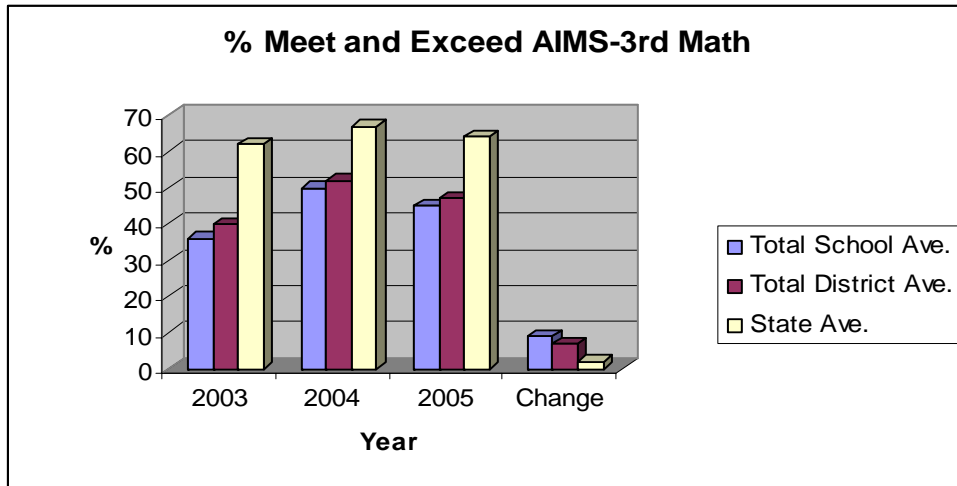


Figure 2

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 5th grade math for participating schools, participating districts, and state.

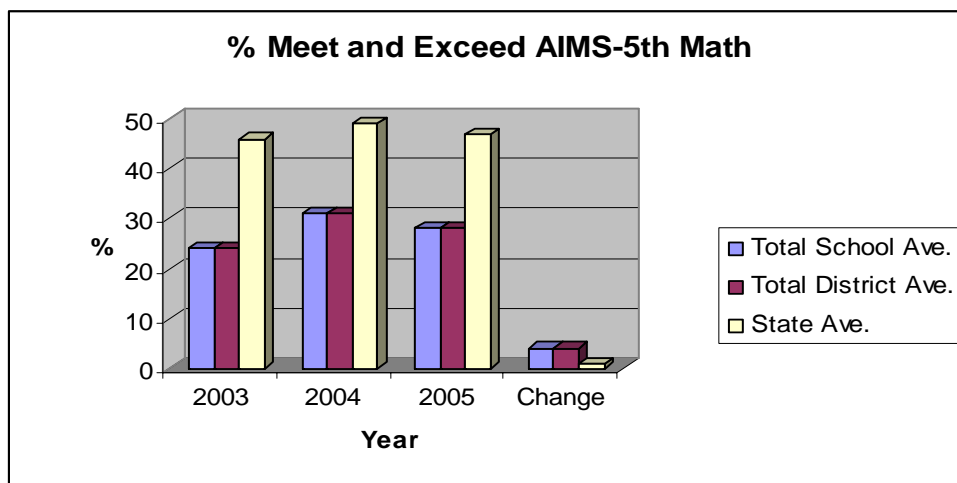


Figure 3

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 8th grade math for participating schools, participating districts, and state.

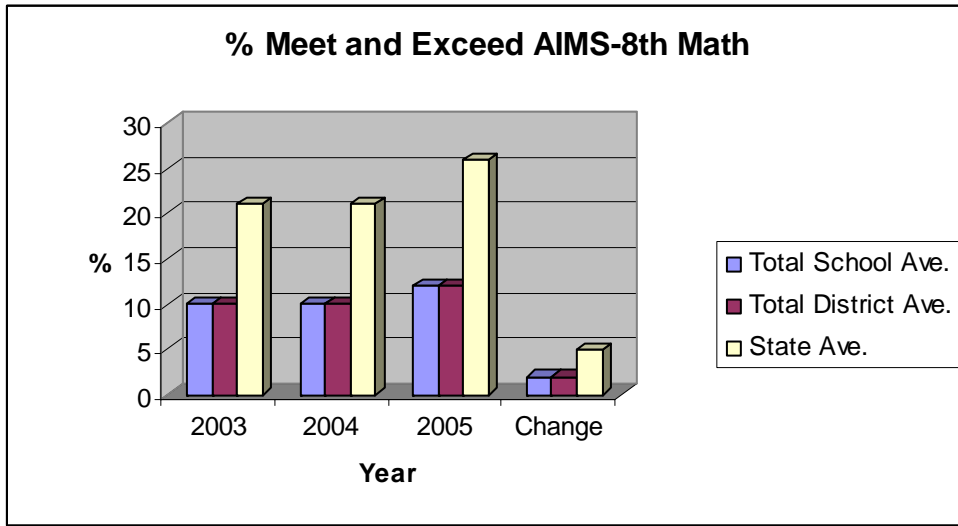
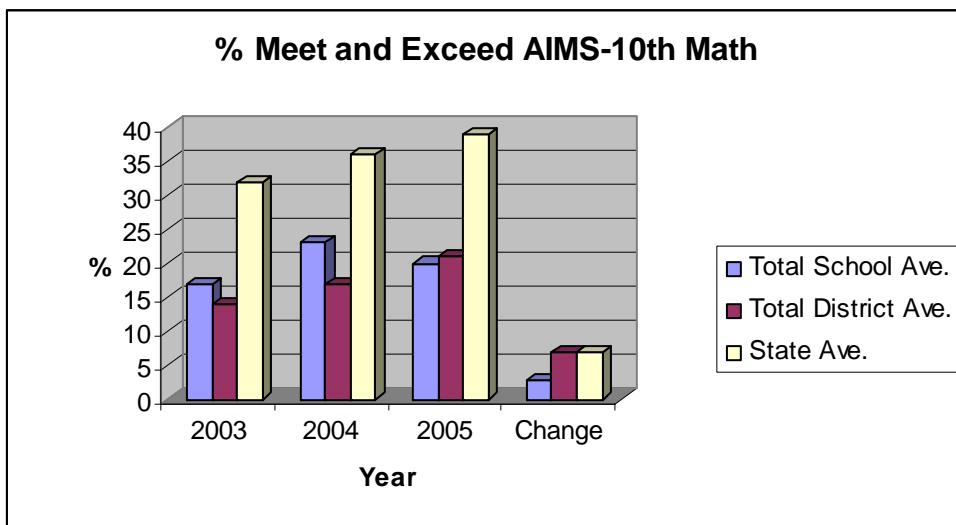


Figure 4

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 10th grade math for participating schools, participating districts, and state.



In Figures 5 through 8, data comparing the percentage of students who met and exceeded the AIMS reading standard are given. In 3rd grade, although the state average over the three years declined, participating schools and districts saw an increase in the average percentage of students who met or exceeded AIMS Reading standards (Figure 5). Looking at participating school and district averages, the percentage of 5th grade students went up slightly in year two and then dropped down to year one average percentages with minimal gain over the three years. Both the participating schools and districts did better overall than state averages (Figure 6). In Figure 7, 8th grade percentages are compared. Overall, all three averages dropped over the three years with participating schools showing the greatest decrease in the percentage of students. Tenth grade percentages mirror the 8th grade with the greatest decrease again occurring with participating schools (Figure 8).

Figure 5

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 3rd grade reading for participating schools, participating districts, and state.

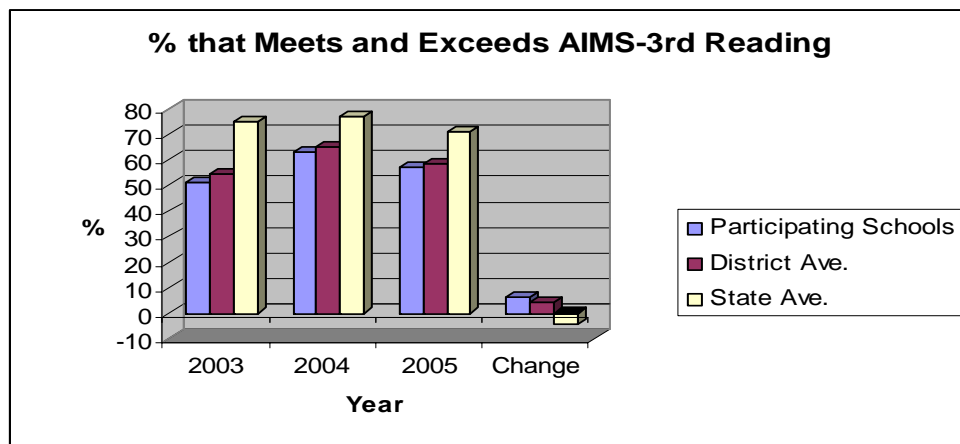
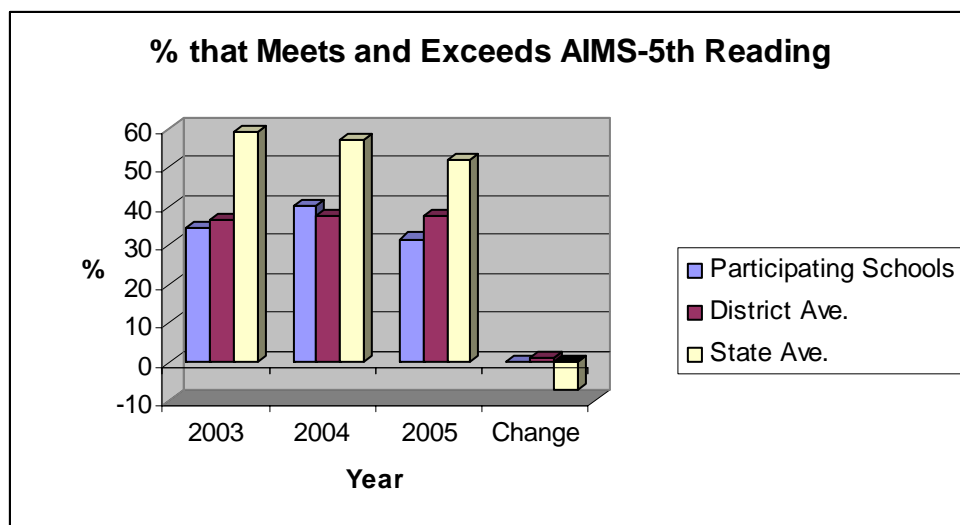


Figure 6

Three year comparison of average percentage of students who met or exceeded AIMS



proficiency in 5th grade reading for participating schools, participating districts, and state.

Figure 7

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 8th grade math for participating schools, participating districts, and state.

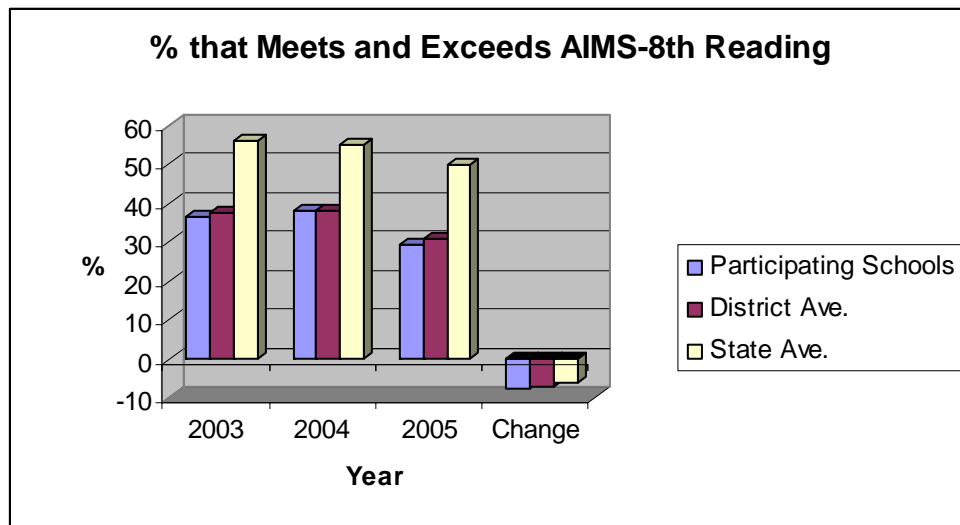
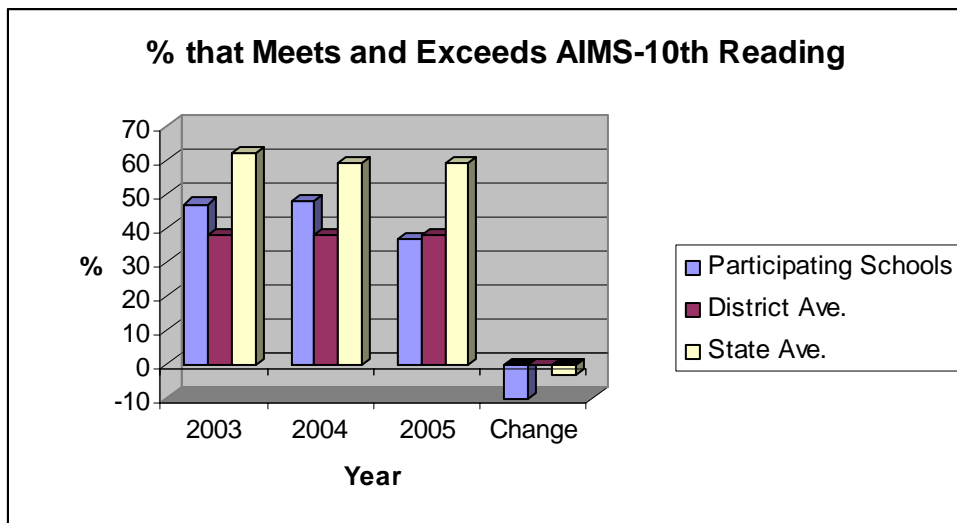


Figure 8

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 10th grade reading for participating schools, participating districts, and state.



The final four figures compare percentage of students who met or exceeded proficiency in writing. Figure 9 provides the data for 3rd grade writing with participating schools again showing greater gains in percentages than other district schools and the state. In 5th grade, the same pattern exists with participating schools showing greater gains in percentages than district and state averages (Figure 10). In eighth grade, all three saw substantial gains in overall percentages. Participating schools were able to keep pace with the increases at the district and state levels (Figure 11). Finally, Figure 12 provides the average percentages for grade 10. All three saw significant increases from year one to year two, but then a decline from year two to year three. Overall, participating schools saw little increase in percentages in grade 10.

Figure 9

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 3rd grade writing for participating schools, participating districts, and state.

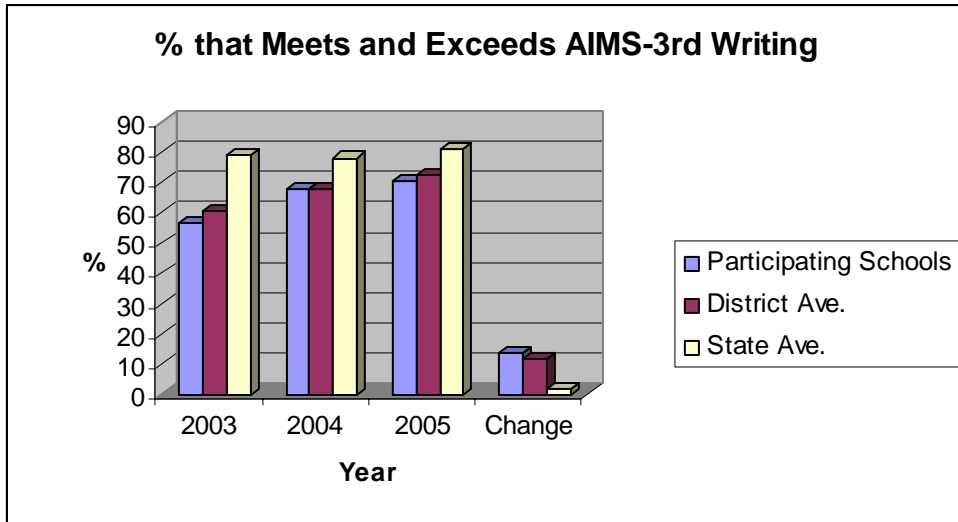


Figure 10

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 5th grade writing for participating schools, participating districts, and state.

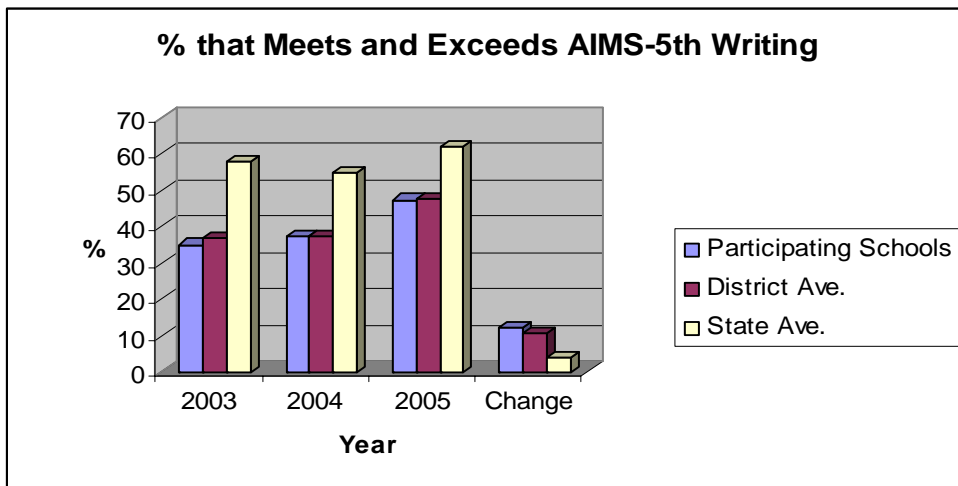


Figure 11

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 8th grade writing for participating schools, participating districts, and state.

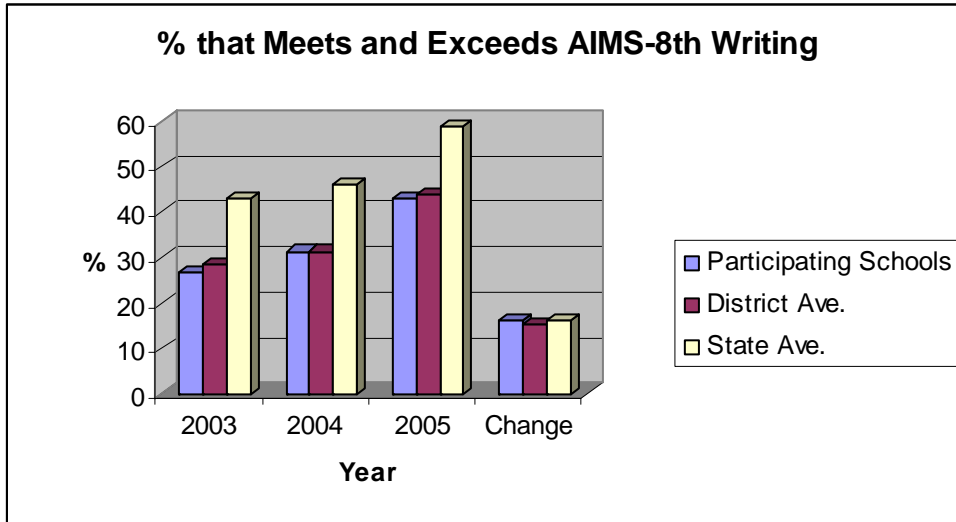


Figure 12

Three year comparison of average percentage of students who met or exceeded AIMS proficiency in 10th grade writing for participating schools, participating districts, and state.

