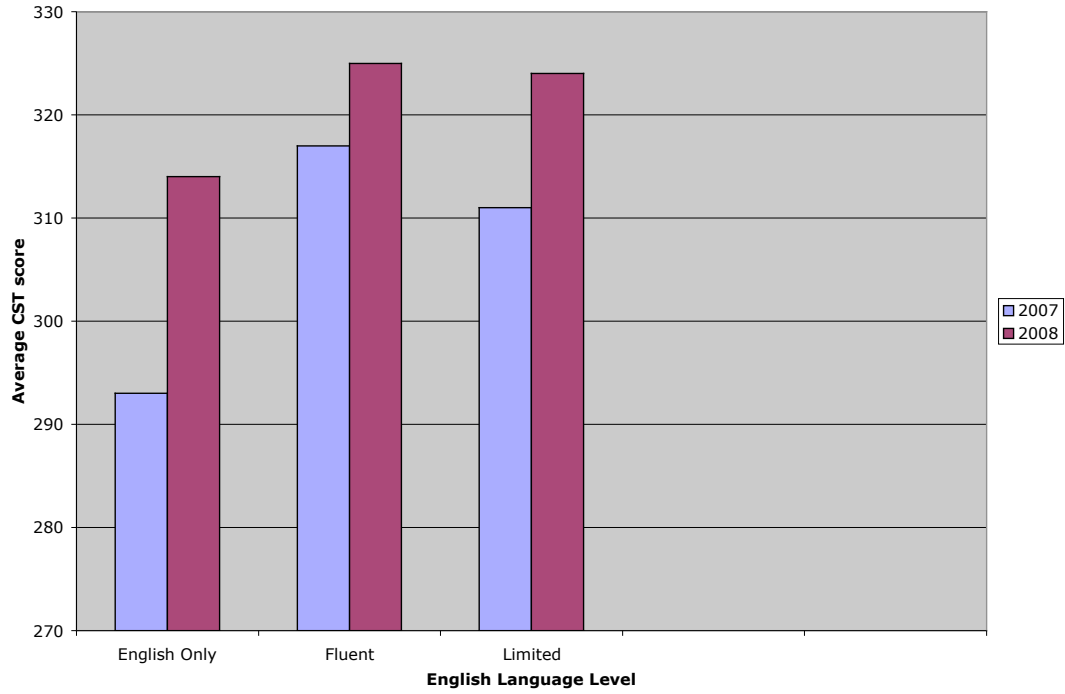


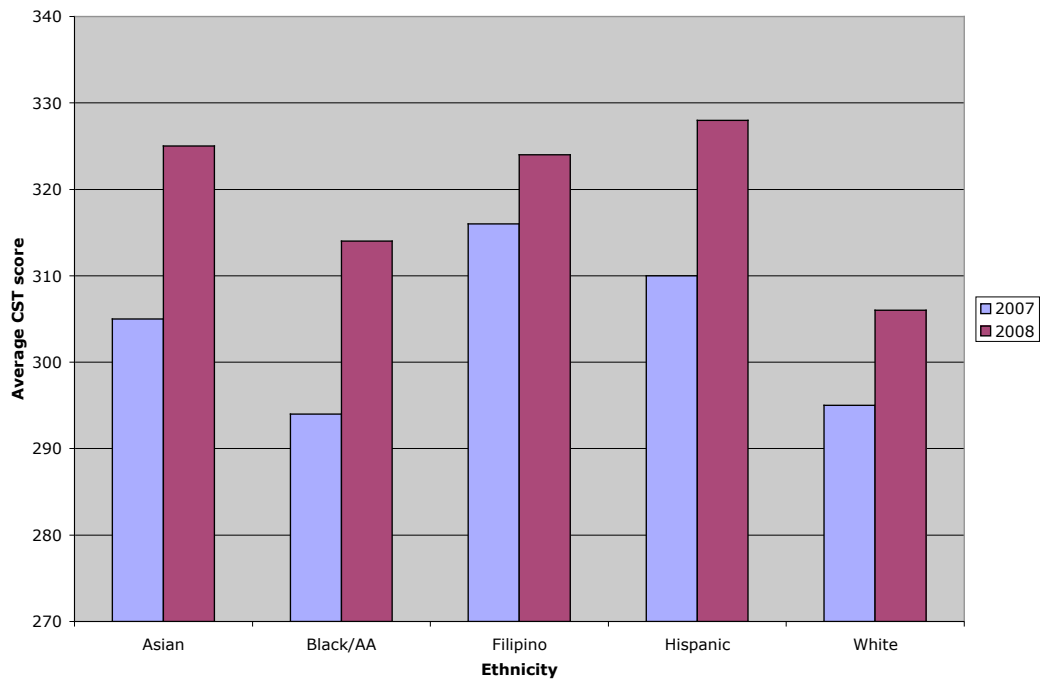
Alameda State of the Project Report
Data Appendix
July 31, 2009

Fusion Student CST DATA

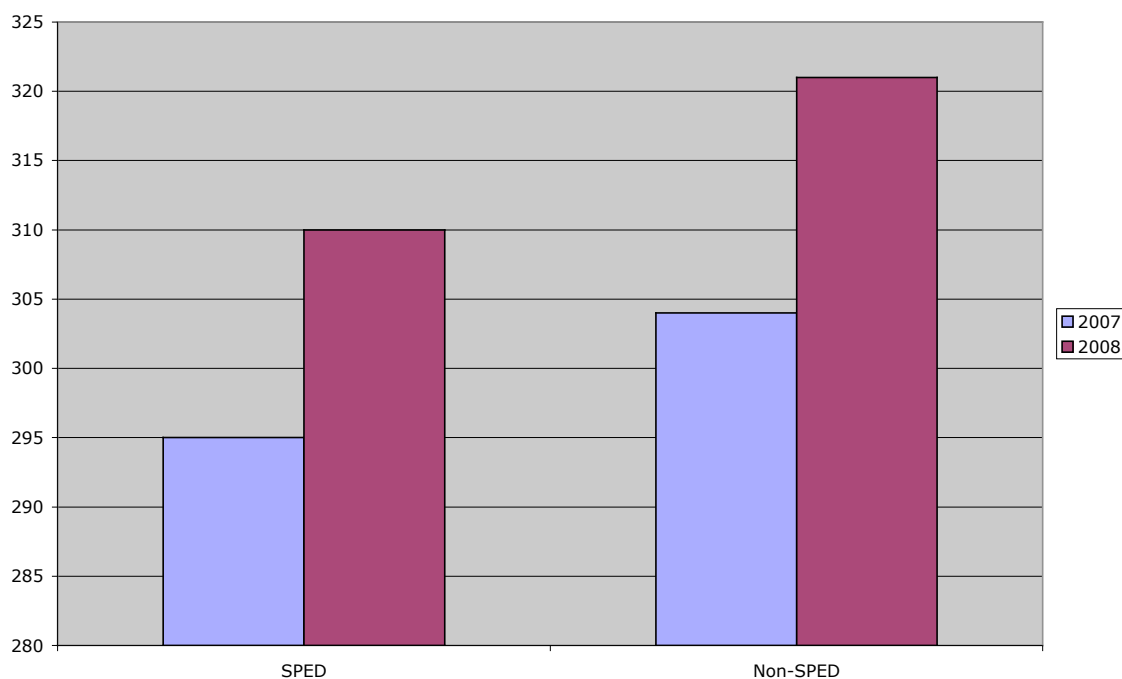
High School CST 2007 - 2008



High School CST Scores 2007 - 2008



High School CST 2007 -2008



Fusion Student GRADE SCORES correlated to CST cut points Test Date May 5, 2009

DISTRICT SCORES

School/ Grade	Total # Students	Advance	Proficient	Basic	Below Basic	Far Below Basic
Chipman A	31		25.8%	25.8%	19%	29%
Chipman B	30		6%	20%	33%	40%
Chipman C	50		32%	16%	18%	34%
Wood A	25			40%	40%	20%
Wood B	22		13%	55%	32%	
Wood C	30		27%	27%	20%	27%
Lincoln A	16		43%	12.5%	31%	12%
Lincoln B	20		5%	35%	20%	26%
Lincoln C	21		24%	48%	29%	
Alameda High	40		25%	40%	28%	2%
Encinal	41		32%	37%	24%	17%

GRADE SCROES con't

6th Grade

Teacher	Total # Students	Advance	Proficient	Basic	Below Basic	Far Below Basic
Teacher A	31		25.8%	25.8%	19%	29%
Teacher B	16		43%	12.5%	31%	12%
Teacher C	14			35.7%	35.7%	28.5%
Teacher D	11		20.8%	28%	29%	22%

7th Grade

Teacher	Total # Students	Advance	Proficient	Basic	Below Basic	Far Below Basic
Teacher A	30		6%	20%	33%	40%
Teacher B	20		5%	35%	20%	26%
Teacher C	8		12.5%	62%	25%	
Teacher D	14		14%	50%	35%	

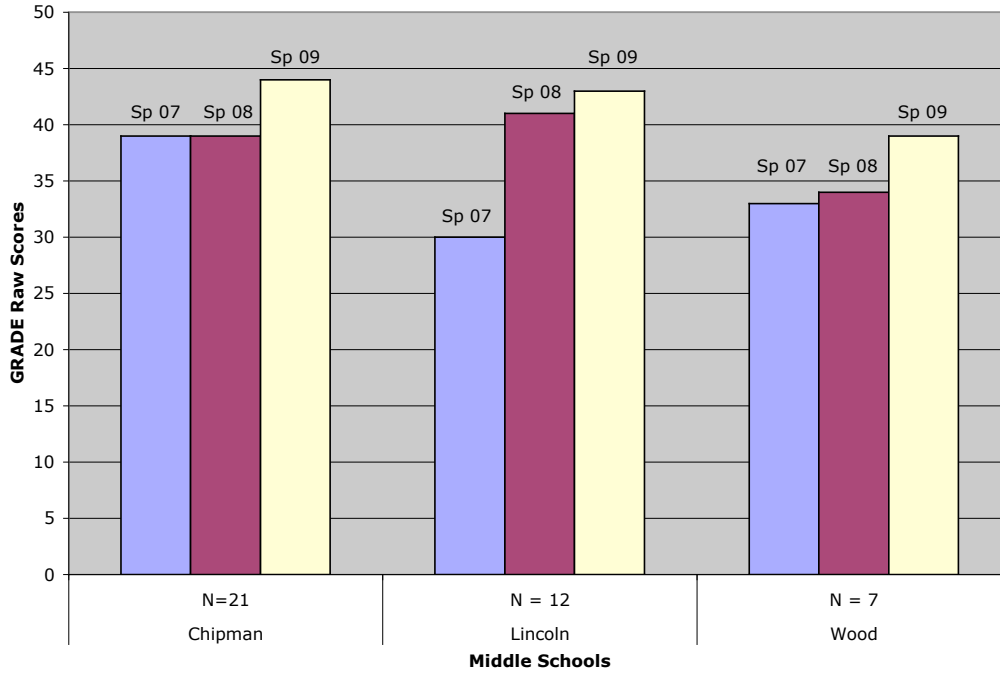
8th Grade

Teacher	Total # Students	Advance	Proficient	Basic	Below Basic	Far Below Basic
Teacher A	37		43%	16%	13.5%	27%
Teacher B	13			15%	30%	53%
Teacher C	13		54%	15%	31%	
Teacher D	17		5%	35%	11%	47%
Teacher D	21		24%	48%	29%	

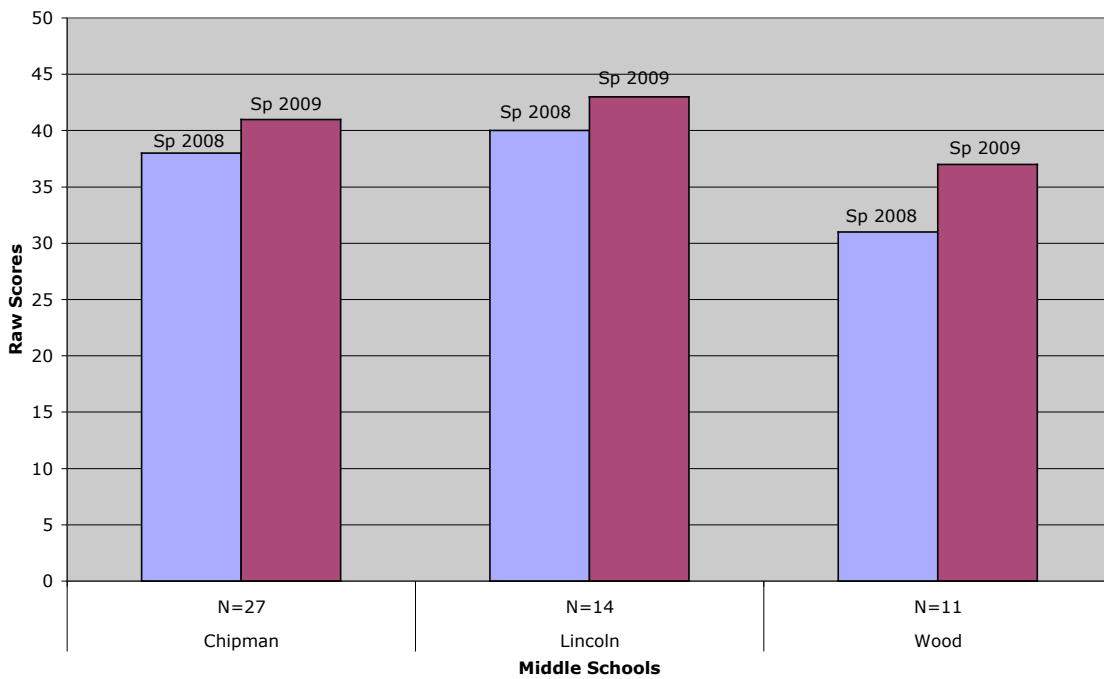
9th Grade

Teacher	Total # Students	Advance	Proficient	Basic	Below Basic	Far Below Basic
Teacher A	26		26%	46%	26%	
Teacher B	14		21%	42%	28%	7%
Teacher C	25		28%	32%	36%	20%
Teacher D	16		37%	43%	6%	12%

Middle School GRADE - Longitudial



Middle School GRADE Data



Content Enhancement Routines Survey Results

May 2009

N = 20 Teachers

Course Organizer

0 Developed	1 Developed	2+ Developed	Co-constructed	
20%	20%	50%	40%	
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
20%	20%	15%	5%	

Unit Organizer

0 Developed	1 Developed	2 Developed	3+ Developed	Co constructed	Not used w/students
	5%	10%	85%	75%	10%
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful	
50%	10%	10%			

Frame

0 Developed	1 Developed	2 Developed	3 Developed	4+ Developed
	35%	15%	25%	30%
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
55%	35%	10%	5%	

Concept Mastery

0 Developed/ Not Trained	1 Developed	2 Developed	3 Developed	4+ Developed
35%	30%	15%		
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
15%	20%	10%		

Question Exploration

0 Developed/ Not Trained	1 Developed	2 Developed	3 Developed	4+ Developed
40%	10%	15%	5%	5%
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
15%	5%	25%		

LINCS Vocabulary

0 Developed/ Not Trained	1 Developed	2 Developed	3 Developed	4+ Developed
65%	10%	5%		
Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
5%	5%	5%		

RESULTS Administrative Workshop and Coaching Sessions May 2009

Evaluator Information (please check appropriate items):

- 7** Site Administrators (either principal or vice principal)
- 4** District Administrators

SIM Knowledge Base (Please circle appropriate number)....**N = 11**

	Totally Agree			Totally Disagree		
1. My overall understanding of SIM increased.	5	(4.6)	4	3	2	1
2. I am equipped to have productive discussions with teachers implementing Content Enhancement Routines (CERs)	5	4	(3.8)	3	2	1
3. I understand the difference between CERs and strategy instruction (e.g., FUSION).	5	(4.4)	4	3	2	1
4. I could cogently explain to staff why SIM implementation is critical to student success.	5	(4.2)	4	3	2	1
5. I understand how the Content Literacy Continuum provides a framework for literacy instruction and intervention for all students.	5	(4.2)	4	3	2	1

Comments: I was unable to attend all the trainings.
I need more practice to codify my application of the information acquired.

Instruction Knowledge Base (Please circle appropriate number)....**N = 9**

	Totally Agree			Totally Disagree		
1. The framework of the Big Four helps me develop an instructional focus/vision.	5	4	(3.7)	3	2	1
2. The instructional practices in SIM are reflected in the Big Four framework.	5	4	(3.6)	3	2	1
3. I now have some additional tools to help educators improve their instructional practices.	5	(4.0)	4	3	2	1

Comments: (1) What is Big Four? I must have missed one.
(2) "Not sure what Big Four is our site doesn't have SIM"
(3) Our site is not SIM trained, has no SIM prof. developers & is not currently using any SIM curriculum. My answers should be taken in this context. (4) The "Big Four" was introduced too late for me to feel I really got it. I am reviewing on my own, but would recommend introducing this reading earlier in the future. (4) Still working on synthesis & application.

Leading Instructional Change/Support Spread of Knowledge N = 8

	Totally Agree			Totally Disagree		
1. The paradox of change and the notion of knowledge spreading like a virus helps me understand my work as an instructional leader.	5	4 (3.8)	3	2	1	
2. Having site SIM professional developers is critical to support the spread a healthy instructional virus.	5 (4.8)	4	3	2	1	
3. I have increased knowledge how SIM connects with other instructional innovations.	5	4 (3.9)	3	2	1	
4. The idea of providing instructional leadership in minutes a day helps me focus on key behaviors I can implement on a regular basis.	5	4 (3.3)	3	2	1	

Comments:

Workshop Format/Tools/Style Feedback (Please circle appropriate number) N = 8

	Totally Agree			Totally Disagree		
1. The use of the Course Organizer helped me understand and remember the content.	5 (4.4)	4	3	2	1	
2. The use of the FRAME and the Question Exploration Routines facilitated discussions and made content memorable.	5 (4.3)	4	3	2	1	
3. The presenter modeled key instructional practices as outlined in SIM & the Big 4.	5 (4.8)	4	3	2	1	
4. The workshop sessions were a waste of my time.	5	4	3	2 (1.3)	1	

Comments: Rosalind did a great job modeling techniques and strategies and providing an interactive training program.

Administrator Meetings/Coaching

	Totally Agree			Totally Disagree		
1. The individual meetings increased my understanding of SIM implementation at my site.	5	4 (3.8)	3	2	1	
2. The individual meetings were helpful in my work as an instructional leader.	5 (4.3)	4	3	2	1	
3. Continuing the workshop/coaching format in the areas of instruction, leadership & SIM for the 09-10 school year would be valuable.	5 (4.8)	4	3	2	1	

Comments: Great program for strengthening instruction across the board. (2) It is critical to supporting my work with teachers. The coaching meetings assist me to fill in the application doubts and gaps prior to being the critical partner.

