Alameda Unified School District
Strategic Instruction Model (SIM)
State of the Project Report
July 31, 2009

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A complete set of data charts can be found in the appendix of this report.

BACKGROUND:

SIM Implementation Prior to 2006
- Individual teachers, especially special ed., implemented various SIM tools since 1989.
- One elementary school implemented SIM tools school-wide from 2000-2006.

2006-2007
- High schools elected to offer strategic reading class using SIM learning strategies and participated in SIM Professional development
- 15 volunteer Encinal teachers received professional development in Content Enhancement Routines.
- On-going coaching provided to participating teachers.

2007-2008
- District-wide professional development was provided to 100 volunteer teachers representing all secondary schools.
- FUSION Reading was implemented at all secondary schools.
- On-going coaching provided to participating teachers.
- Workshops on SIM provided to site & district administrators.

Summer 2008
- Eleven (11) teachers participated in SIM Potential Professional Developer Institute*
    *The Institute is the beginning of a year-long process to achieve certification as a SIM Professional Developer from the Kansas University Center for Research on Learning (KUCRL)
- 15 additional volunteer teachers participated in summer workshops on Content Enhancement Routines.

2008-2009
- Coaching provided to both participating teachers and all secondary site administrators.
- District Potential Professional Developers provided site-level workshops with the support of SIM coaches.
    o Every site increased the number of teachers implementing SIM tools.
- **June, 2009: Seven (7)* Potential Professional Developers received certification through KU-CRL.**
    o Three (3) Potential Professional Developers plan to finish by May, 2010 (Certification takes a minimum of one year and max. of two)
    o One (1) potential candidate dropped out.

July, 2009
- Eight (8) additional teachers participated in SIM Potential Professional Developer Institute.
    o AUSD could have 18 certified SIM Professional Developers by June, 2010.

2009-2010
- Coaching will be provided to Potential Professional Developers who will provide workshops to staff.
- Administrators will continue to receive workshops and on-going coaching.
- FUSION teachers will receive coaching focused on data examination and improved instructional competencies.

FUSION READING

Fusion Reading was adopted by the district as an intervention reading course with implementation initiated during the 2007-2009 school year in grades 6 – 9. Fusion is designed as a two-year course, to be offered 60 minutes per day. Delivery of Fusion at each site has been modified to fit within the constraints of each school's master schedule.

The GRADE standardized reading test was administered as a pretest and used along with CST scores, and district fluency measures to determine student placement within Fusion.

The trends and recommendations reported below are based on CST data from 2007-2008 and GRADE post-tests given spring of 2009. The collection of GRADE data over the last two years has been flawed resulting in only 41 matched sets for a longitudinal analysis of middle school students and no matched high school student sets.

GRADE SCORES using district cut points correlated to CST – May 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%

High School CST Scores 2007 - 2008
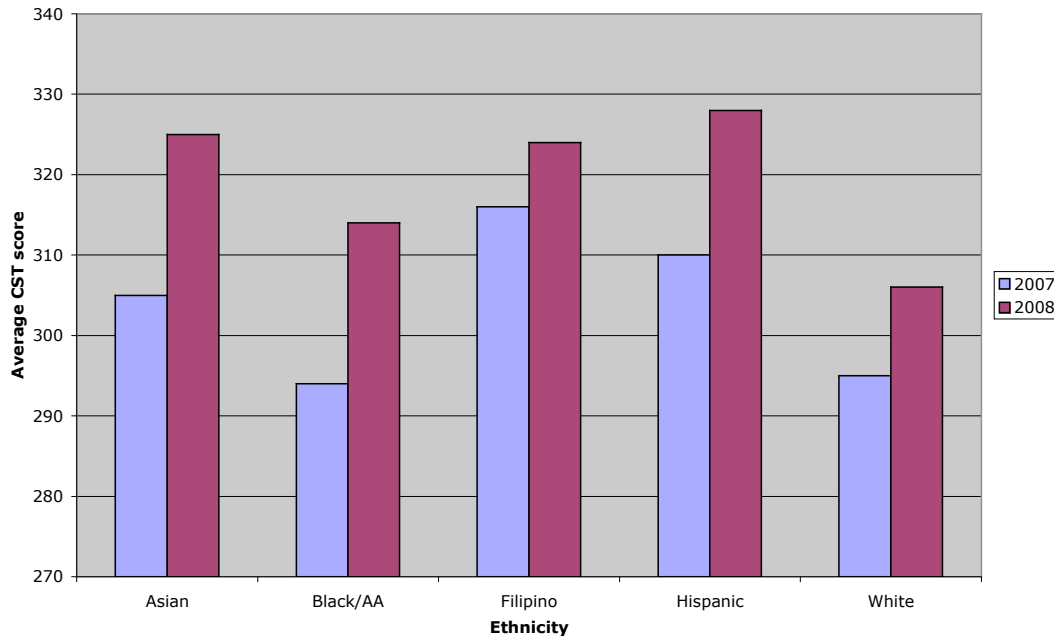
The middle school CST scores are flat and show no change in reading performance for the 2007-2008 school year.

Analysis of both the GRADE and CST data indicate:
- Teachers who have implemented for two years and demonstrated fidelity to the program design have test results that indicate improved student performance.
- Teachers who had the benefit of an experienced Fusion teacher on-site to serve as a mentor have improved student scores.
- Fusion Reading had a positive effect on the reading performance for multiple subgroups – SPED, EL, African-Americans.
- Higher reading performance is noted in classes where a collaborative relationship existed between the Fusion teacher and a SPED teacher.
- Teachers who have embraced the idea of a "cognitive apprenticeship" and provided students with opportunities to integrate the use of strategies with standards based materials show improved student performance.
- Teachers who used the formative data collection tools embedded within Fusion show increased student performance.
- Teachers who believe in the efficacy of the Fusion program show improved student performance.

Concerns suggested by data:
- Some Fusion teachers are not using the formative data tools embedded within Fusion to make instructional decisions.
- Some Instructional pacing is slow and exceeds the 60-minute daily recommendation.

AUSD State of Project Report   4

- Intensity and level of integration activities is not occurring.
- The practice and feedback cycle needs to increase.
- SPED students need additional support in the form of independent practice and feedback from their support provider.

Fusion Recommendations for the 2009-2010 school year based on the data:
- Principals need to expect Fusion teachers to use data and hold regular data conversations.
- Principals need to conduct walk-throughs and provide teacher feedback, focusing on 2 – 3 critical teaching behaviors.
- Provide principals coaching in Fusion walk-throughs and Fusion data-collection.
- District SIM coach observers Fusion classroom teachers for critical teaching behaviors and provide data to teacher.
- KU SIM Coaches dialogue with Fusion teachers about data and integration activities aligned to benchmark standards.

Fusion Student Survey Data

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
My reading comprehension has improved.	16%	44%	30%	7%	3%
My ability to read and decode words has improved.	22%	38%	29%	7%	6%
I feel more confident about reading.	27%	26%	36%	7%	5%
I can apply Fusion reading strategies to a variety of text	27%	24%	32%	13%	4%
I intend to use Fusion Reading Strategies	26%	30%	27%	9%	7%

196 students enrolled in Fusion during the 2008-2009 school year were surveyed regarding to measure how they felt the curriculum impacted their reading performance. In general 50 – 60% of the students agreed that the Fusion class improved both their ability to decode and comprehend what they read. Thirty percent (30%) of the students where somewhat in agreement that Fusion increased their decoding and comprehension skills.

Student comments from both their written survey and interviews indicate they considered the Fusion class valuable. Some student comments were:

- The reading strategies helped me on the tests & the CST. It helped me go back to the question and answer it. I read faster and understand more. Before every time I didn't know a word I didn't know what to do. Fusion helps me in CORE classes because they give you a lot to read.
- Hola! I can read!!!
- I don't like the class that much, but I do like the fact that I am actually learning a lot in the class.
- Yes, it really helps and it's why I passed the CAHSEE. Make students participate and get used to the routines. Help them break down words, but give them time to try on their own.

Student recommendations center around technical issues:
- Use smaller binders
- Need more homework
- Give spelling tests using challenging words
- Weekly or monthly reading tests to see if our reading is improving
- Improve the novels
- Take time with students

CONTENT ENHANCEMENT

Content Enhancement Routines (CER) are being implemented at Chipman, Lincoln and Wood Middle Schools Alameda, Encinal and Island High Schools. 506 students were surveyed in 19 different classrooms. Students report using the following CERs: Course Organizer, Unit Organizer, Concept Mastery, Frame, and Question Exploration. Students indicate that the use of the routines helps to organize and clearly present critical content and aid in studying. They report using them across the disciplines. Of concern is that students are not generalizing the use of routines unless requested by the teacher.

Student Survey Results   **N = 506**

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
Graphic organizers help me understand what the teacher wants me to learn	23%	38%	30%	4%	6%
I use the routines when not required by the teacher	7%	25%	22%	15%	31%

Graphic organizers...
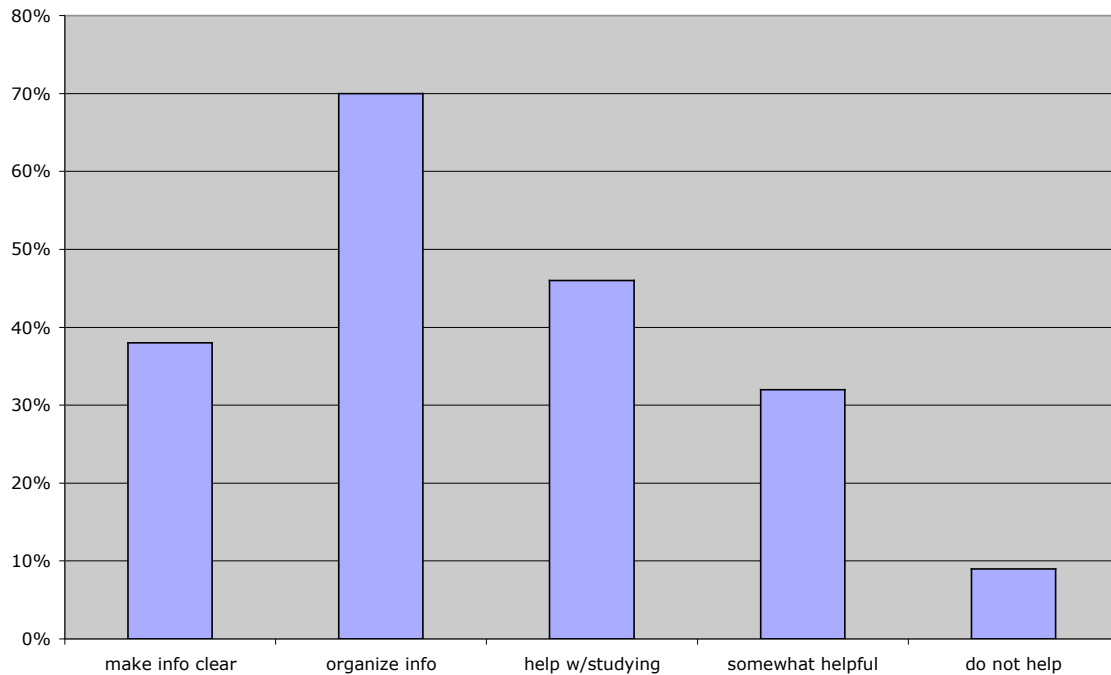
Student responses when asked "If all teachers should use these tools?"
- Yes, you might learn more.
- When I go home to study, I use my Unit Organizer and Frame to understand and remember. The tools work for me and maybe for other students. They are good because teachers ask for ideas.
- Yes!! They help you remember stuff. It's better then having sheets full of notes. The stuff is organized and easy to understand.
- For essays, every teacher should use them (Frame)
- It's cool someone came up with these. They really help me learn; helps organize the big idea.

Teacher Survey Results   **N = 20**

Routine	Very Helpful	Helpful	Somewhat Helpful	Minimally Helpful	Not Helpful
Course	20%	20%	15%	5%	
Unit	50%	10%	10%		
Frame	55%	35%	10%	5%	
Concept Mastery	15%	20%	10%		
Question Exploration	15%	5%	25%		

All teachers surveyed have participated in professional development in both the Unit Organizer and Frame routine, the two routines teachers report as being very helpful to most helpful instructionally and that they co-construct with students.

Two-thirds of the teachers report receiving professional development and implementing Course Organizer, Concept Mastery and Question Exploration. Of these teachers, they report these routines to be very helpful to somewhat helpful, but indicate use only 1 or 2 times.

CER recommendations for the 2009-2010 school year based on the data:
- Use the CER implementation rubric to evaluate fidelity of use
- Principal asks teacher to demonstrate what the critical content for a unit of instruction.
- Set up action research to measure student response to the question, "What was this lesson about?". Needs to be driven by the principal.
- Ask principals to interview a HALO (high, average, low, other) sample of students to measure their response to the use of CERs.
- Compare the number of F's given when CERs are used.
- For those using CER's evaluate assessments against identified critical content taught.

ADMINISTRATION

Administrators indicate that the group and 1 to 1 coaching provided to them was helpful in increasing their knowledge base of the Strategy Instruction Model, providing them tools to improve their instructional practice and that the format was effective. They agree that having site based SIM professional developers is essential in spreading the knowledge base of SIM.

Continued professional development is needed to help administrators connect SIM with other instructional approaches, and understand how to use the Big Four of Instruction to develop an instructional focus.

Administrative recommendations for the 2009-2010 school year:
- Provide professional development in the critical teaching behaviors embedded in Fusion.
- Provide walk-through tools for the Fusion classroom and practice their use.
- Analyze both Fusion and CER data and develop a plan for increasing implementation at their site; provide question starters to begin dialogue with teachers.
- Provide introductory SIM administrator workshops for new administrative hires.
- Provide CER action research activities for easy principal implementation. Continue with both group and 1 to 1 coaching support.