

RIMS-BTSA Induction Program #612

Section A, Part I: Contextual Information

Biennial Report Contextual Information										
Program Information										
Local Educational Agency CD Code:		Number of Schools		Type of BTSA Induction Program		Support Provider Model(s) Used		Formative Assessment System		
K-12		Elementary	244	Single District		Classroom-based	X	FACT	X	
Elementary		Middle	217	Consortium	X	Full-time Released	X	NTC FAS		
High School		High	467	Multi-District		Part-time Released	X	Locally Designed		
COE	X	Other	95	Other		Retired	X			
Participant Information										
		09-10		10-11				09-10		10-11
Number of candidates (public/charter schools)				1282	979	Total Number of candidates assigned to School Improvement or SAIT-identified settings		Year 1	208	156
Number of candidates (private schools)				21	30			Year 2	189	181
Number of active Support Providers				607	476					
Candidate : Support provider ratio – varies across the program because of support provider model.				2:1	2:1	Total Number of SP assigned to School Improvement or SAIT-identified settings		497	337	
Total number of candidates recommended for Clear MS or SS Credential				750	383	Number of <i>Verification of Unavailability of a Commission-Approved Induction Program (CL-855)</i> notices issued to eligible candidates		0	0	
Number of candidates recommended for Clear MS or SS Credential via Early Completion Option				149	82					
Program Changes										
Significant changes made since the last accreditation activity (Biennial Report, Program Assessment, or Site Visit)										
Program Standard(s)		Explanation of Change								
5 – Pedagogy		<p>As the needs of participating teachers have been examined, the RIMS-BTSA Program adjusted the professional development offered to participating teachers. These “Inquiry Support Sessions” are designed to better meet their needs – Inquiry Support Sessions are now available for eight different topics to support the participating teacher inquiry.</p> <p>The resulting change is that ISS more closely aligns with the spirit of AB 1209 to more fully individualized the induction experience.</p>								

Section A, Part II: Candidate Assessment/Performance and Program Effectiveness Information

Rationale for selected Focus Areas and Assessments used in the RIMS-BTSA 2011 Biennial Report:

The RIMS-BTSA Program defines program effectiveness in terms of three focus areas.

Focus areas examined are:

1. Support Provider Effectiveness: Carefully selected, matched, and trained support providers effectively guide participating teachers in a reflective formative assessment process which promotes teacher growth (candidate competence).
2. Candidate Competence: Candidate (participating teacher) competence is defined as growth over time as measured by the California Standards for the Teaching Profession and documented by successful completion of the FACT process.
3. Student Academic Achievement: Finally, when candidates grow in their teaching practice, student academic achievement improves.

To measure program effectiveness and plan for program improvement RIMS-BTSA uses multiple assessments. Five of these assessments are analyzed in this report.

Focus Area 1: Support Provider Effectiveness Assessments

- Statewide BTSA Survey (1a): What are the perspectives of participating teachers (PTs), support providers (SPs), and site administrators (SAs) regarding support provider effectiveness? How effective is the program in matching support providers and participating teachers?
- Support Provider Peer Assessments (2a): How effective are support providers at eliciting PT reflection? Are SPs supporting PTs in developing meaningful inquiries?
- Focus Group Interviews (3): How are the support providers using their skills and knowledge to promote meaningful induction activities.

Focus Area 2: Candidate Competence Assessments

- Statewide BTSA Survey (1b): What are the perspectives of site administrators and support providers about the impact induction on participating teachers' classroom practices?
- Support Provider Peer Assessments (2b): How well are PTs completing a meaningful inquiry process.
- Self-Assessment of Growth (4): How much do candidates believe they have grown as a result of their FACT inquiries?

Focus Area 3: Student Academic Achievement

- Entry-Level and Summative Assessments (5): Does an analysis of student assessments, pre- and post-inquiry, indicate positive student learning outcomes?

Focus Area #1: Support Provider Effectiveness

Assessment (1a): Statewide BTSA Survey

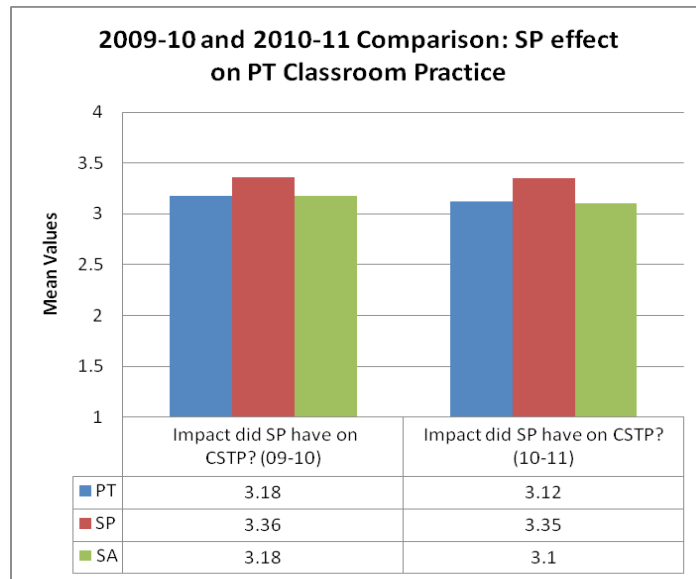
Rationale: To examine the effect of the SPs on PT classroom practice. To examine the quality of the PT/SP match.

Method: Matching questions were selected from the participating teacher, support provider, and site administrator surveys for two dimensions of SP effectiveness.

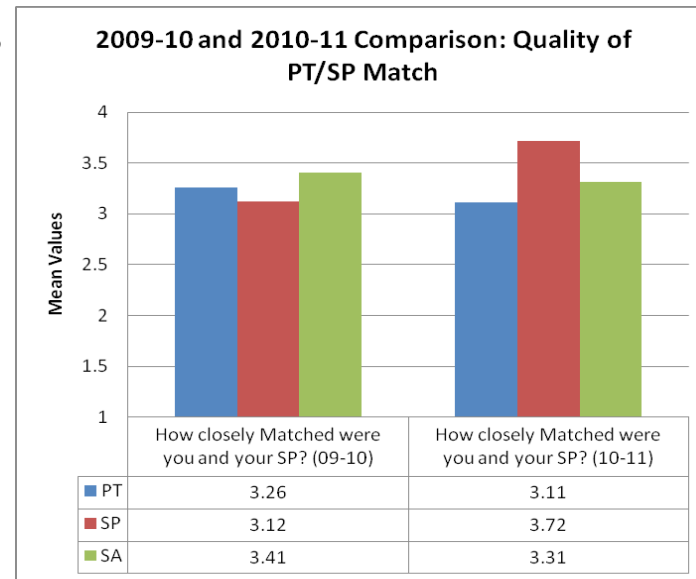
For example, for SP effectiveness the program used the following questions from the 2009-2010 surveys:

- Participating teacher survey question: “How much impact did your BTSA induction experience have on your classroom practice in terms of the following California Standards for the Teaching Profession (CSTP)?
- Support provider survey question: “How much impact did your BTSA induction experience have on your PT’s classroom practice in terms of the following California Standards for the Teaching Profession (CSTP)?
- Site administrator survey question: “Based on your work with your participating teacher(s), to what extent did they improve in their practice in the following areas as a result of their participation in BTSA induction?”

AA



BB



Results:

- For both years of data and for all three groups of respondents, the mean value was above 3, indicating a strength in SP effectiveness.
- In Chart A, the mean value for PTs, SPs, and SAs was above 3, indicating that SPs had a positive impact on classroom practice.
- In Chart B, the mean value for PTs, SPs, and SAs was above 3, indicating an overall satisfaction with the quality of the PT/SP match.

Focus Area #1: Support Provider Effectiveness

Assessment (2a): Support Provider Peer Assessment

Rationale: To provide formative collegial input toward support provider effectiveness. Specifically, during inquiry, is there evidence of the role and impact of the support provider in extending the participating teacher’s practice?

Method:

- During SP Follow-Up training, support providers bring specified completed FACT documents. These are documents that PTs should have completed by the date of the training in order to complete on schedule. This practice helps regulate the pacing of SP/PT work.
- The support providers, working in pairs, review each other’s documents using the “Art-of-FACT” as a guide, and mark the extent to which each component is evidenced in the sampled PT’s documents.
- The aggregate of “Art-of-FACT” assessments are sampled and analyzed to determine trends.

Support Provider Peer Assessment (Art-of-FACT Review)	Percent “Somewhat” and “Very Much So” Responses	
	2009-2010	2010-2011
Does the inquiry include thoughts about how to accommodate for advanced students and/or student who are struggling?	96.0	95.4
Does the inquiry include student work samples that have been analyzed by the participating teacher (C-7)?	98.0	88.7
Does the Summative Assessment Reflection (C-8, page 2) include “next steps” for students who did not meet the learning goals and/or for those who exceeded those goals?	89.0	69.3

Results:

- In both years, over 95% of FACT inquiries indicated that participating teachers included consideration for the full range of learners.
- PT FACT inquiries refer to the analysis of student work, and student work samples themselves were included in the evidence brought to training at an average rate exceeding 90%.
- In 2010-2011 there was a significant reduction in the percentage of summative reflection comments regarding next steps for students not meeting or exceeding goals.

Focus Area #1: Support Provider Effectiveness

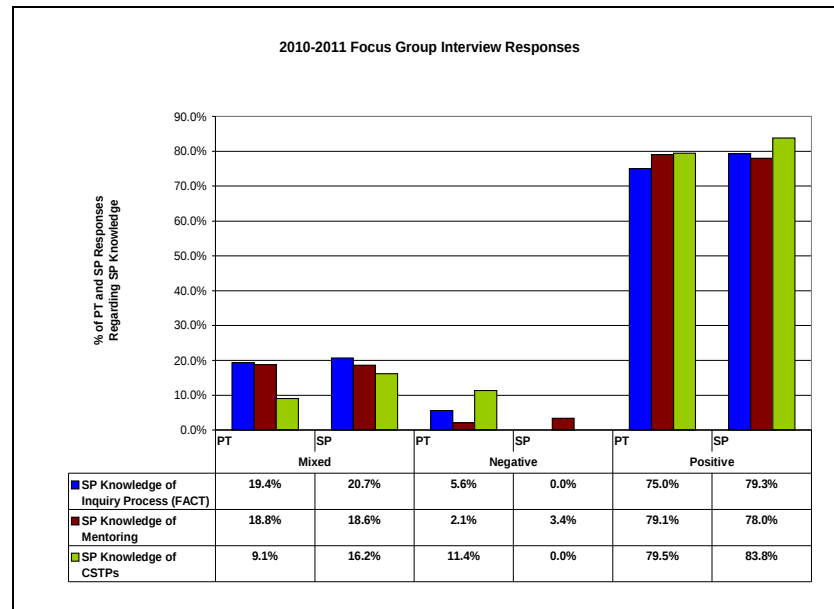
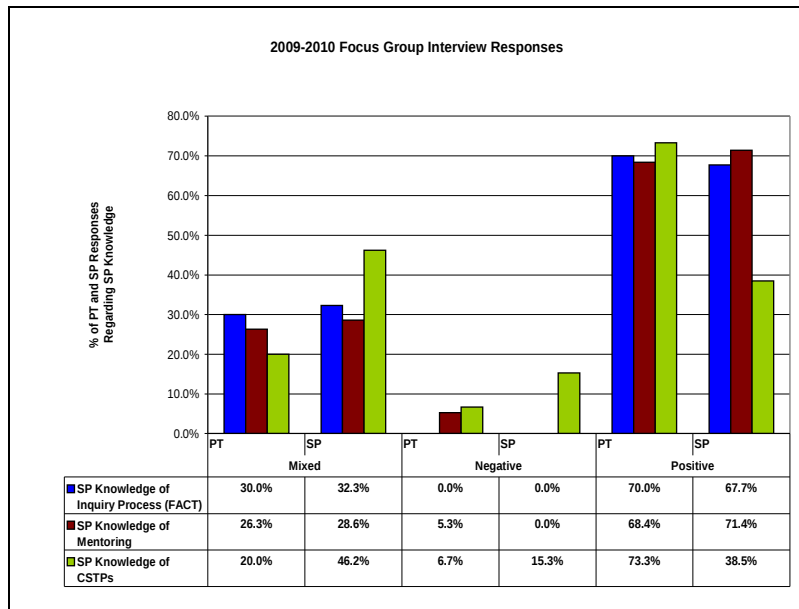
Assessment (3): Focus Group Interviews

Rationale: To determine how SPs are using their skills and knowledge to promote meaningful induction activities.

Method:

- Interviews were semi-structured and questions were aligned with the induction program standards.
- As of 2010-2011 focus groups were district-based, with SP and PT group interviewed in sequence.
- Quotations are complete thoughts, usually paragraphs, taken from fully transcribed interviews. Data was organized and coded using Atlas.ti.
- Mixed quotations include negative and positive comments. For example, in 2009-2010, PTs were often enthusiastic about their SPs and critical of FACT paperwork.
- In 2010-2011, interview questions focused specifically on SP effectiveness.

2009-2010 Participants	2010-2011 Participants
<ul style="list-style-type: none"> ✓ 28 Focus Group Interviews ✓ 5 Satellites ✓ 49 Participating Teachers ✓ 38 Support Providers 	<ul style="list-style-type: none"> ✓ 45 Focus Group Interviews (20 sampled in this report.) ✓ 20 Districts ✓ 80 Participating Teachers ✓ 47 Support Providers



Results:

- 2010-2011 data indicates overwhelming positives in the areas of SP FACT knowledge, SP mentoring knowledge and knowledge of the CSTPs.
- In both years there exists a range of mixed comments.

- The data shows an increase in SP effectiveness in 2010-2011.

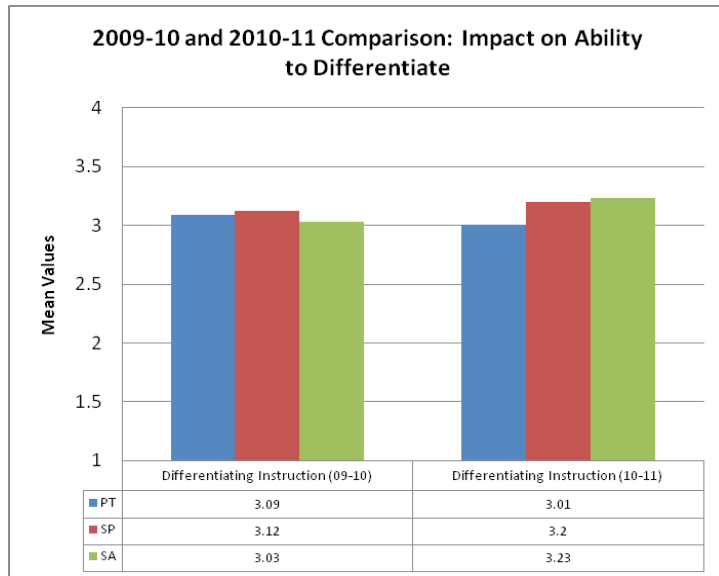
Focus Area #2: Candidate Competence

Assessment (1b): Statewide BTSA Survey

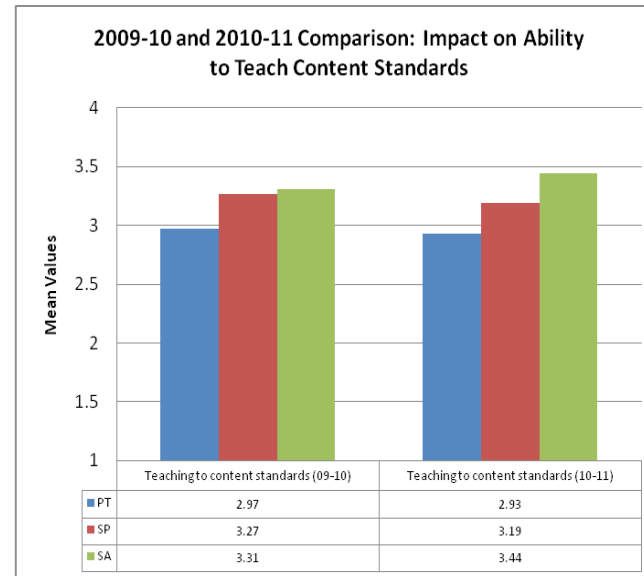
Rationale: To understand the effect of induction on candidate competence, this analysis focused on differentiation of instruction and ability to teach the content standards.

Method:

- Matching questions were selected from the participating teacher (PT), support provider (SP), and site administrator (SA) surveys for each topic.
- For example, for differentiation we used the following questions from the 2009-2010 surveys:
 - Participating teacher survey question: “How much impact did your BTSA induction experience have on your classroom practice in the following areas [Differentiating Instruction]?”
 - Support provider survey question: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction [Differentiating Instruction]?”
 - Site administrator survey question: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction [Differentiating Instruction]?”



A



B

Results:

- In Chart A the mean value for PTs, SPs, and SAs was above 3, indicating a positive impact on the PT’s ability to differentiate.
- In Chart B the PT mean score was well below the SP and SA mean response, indicating an area for growth.

Assessment (2b): Support Provider Peer Assessment

Rationale: To understand how well participating teachers are completing a meaningful inquiry process that addresses learning for all students.

Method:

- During Support Provider Follow-Up Trainings, support providers bring specified completed FACT documents. These are documents that PTs should have completed by the date of the training in order to complete on schedule. This practice helps regulate the pacing of the SP/PT work.
- The support providers, working in pairs, review each other's documents using the "Art-of-FACT" as a guide, and marking the extent to which each component is evidenced in the sampled PT's documents.
- The aggregated, "Art-of-FACT" assessments are sampled and analyzed to determine trends.

Support Provider Peer Assessment (Art-of-FACT Review)	Percent "Somewhat" and "Very Much So" Responses	
	2009-2010	2010-2011
Does the inquiry consider CELDT-level data in planning the lesson series?	94.0	78.4
Does the inquiry incorporate student use of technology and/or technology used to enhance instruction?	99.0	86.3
Does the inquiry include student work samples that have been analyzed by the participating teacher (C-7)?	98.0	88.7
Does the Summative Assessment Reflection (C-8, page 2) include "next steps" for students who did not meet the learning goals and/or for those who exceeded those goals?	89.0	69.3

Results:

- Use of CELDT data and technology was evident in at least 78% of the samples reviewed.
- In 2010-2011, the most significant drop was in area of next steps within the FACT Summative Reflection.
- A second significant drop was in the use of CELDT-level data in planning instruction.
- Overall, responses were lower in 2010-2011.

Focus Area #2: Candidate Competence

Assessment (4): Self-Assessment of Growth Using the Description of Practice

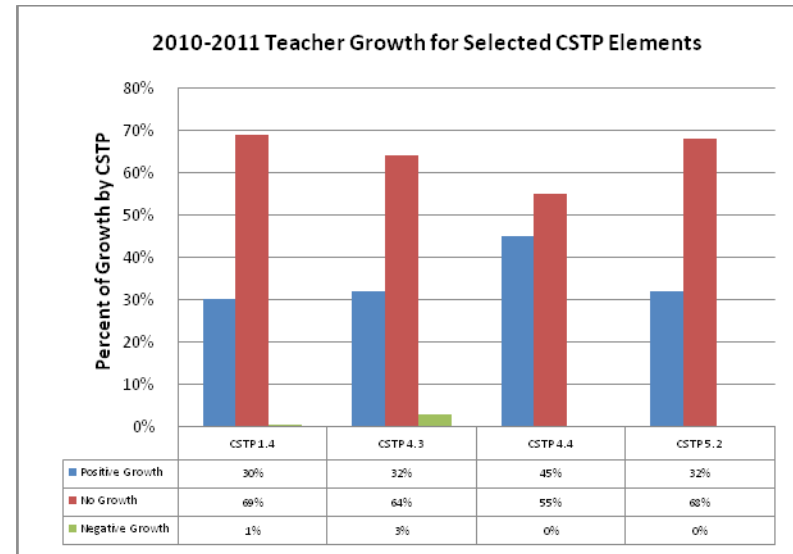
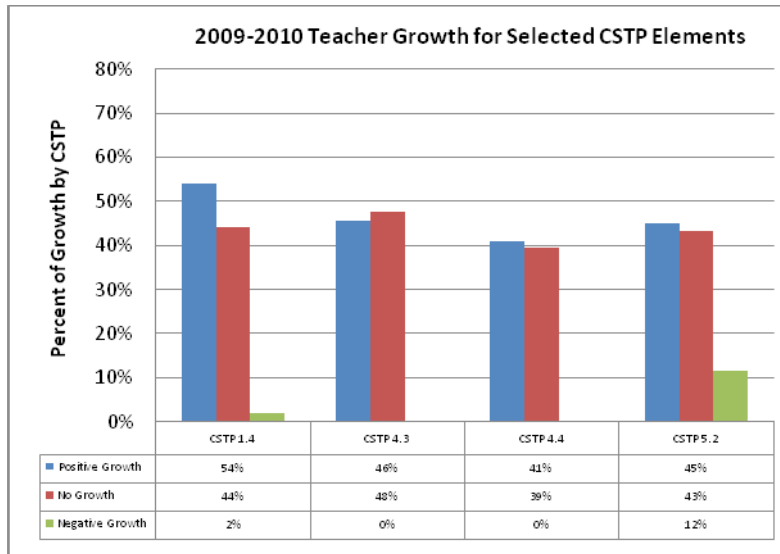
Rationale: To examine how well candidates (PTs) believe they have grown as a result of their inquiry.

Instrument:

- While the Continuum of Teaching Practice was being piloted in 2010-2011, the Description of Practice was still in use for the majority of RIMS-BTSA participants. This enabled us to compare teacher growth during the two-year period using the same instrument.

Method:

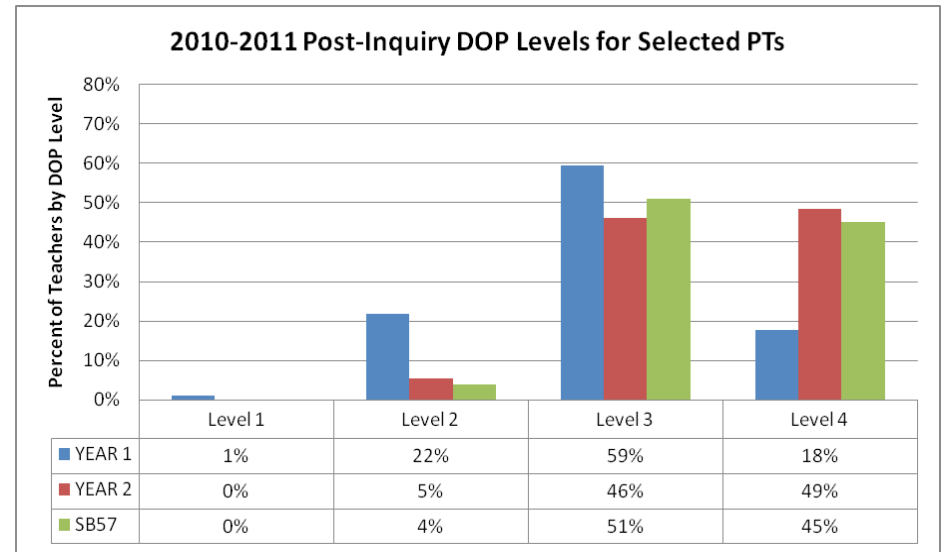
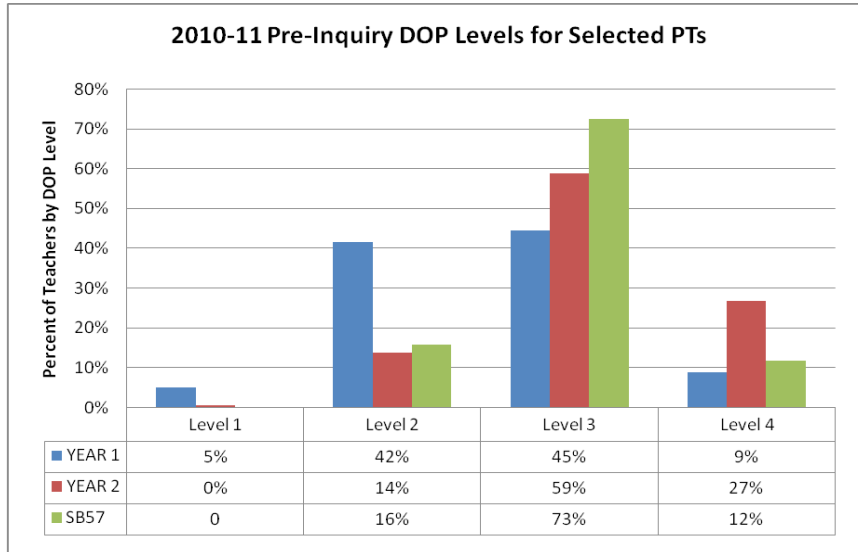
- CSTP elements across three standard areas, were selected for analysis.
- CSTP elements selected for analysis include:
 - CSTP 1.4: Engaging student in problem-solving, critical thinking, and other activities that make subject matter meaningful.
 - CSTP 4.3: Developing and sequencing instructional activities and materials for student learning.
 - CSTP 4.4: Designing short-term and long-term plans to foster student learning.
 - CSTP 5.2: Collecting and using multiple resources of information to assess student learning.
- The data was further narrowed by selecting ONLY those teachers who focused on one of those CSTPs during their inquiries.
- Data was extracted from Description of Practice self-assessments pre- and post-inquiry. For example, in 2009-2010 we collected pre- and post-inquiry DOP markings for all participating teachers in that academic year only.



Focus Area #2: Candidate Competence

Assessment (4) (Continued): Self-Assessment of Growth Using the Description of Practice

Deeper Analysis: Because teacher self-reported growth appeared to decline in 2010-2011, the program decided to pursue further analysis, focusing exclusively on 2010-2011 (see charts below).



Results:

- Approximately 1/3 of PTs advanced to the next DOP level.
- Few participating teachers initially marked themselves at level 1.
- In 2010-2011, the majority of PTs initially (prior to inquiry) marked DOP level 3, leaving little room for growth.

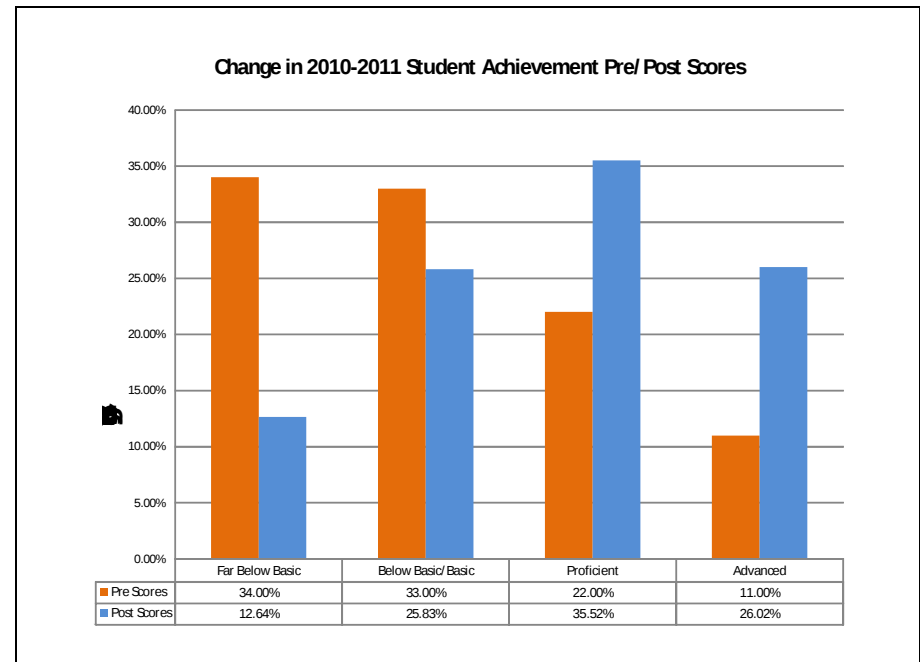
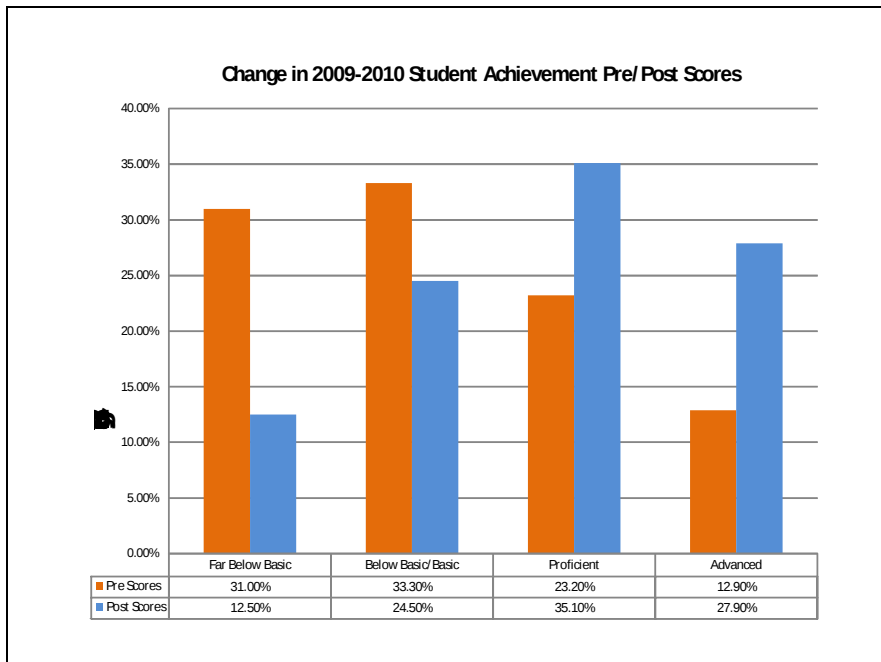
Focus Area #3: Student Academic Achievement

Assessment (5): Entry-Level and Summative Assessments

Rationale: To determine a link between PT practice and student outcomes.

Method: RIMS-BTSA uses as an online FACT System. This data was extracted.

- Pre- and post-data were extracted from entry-level and summative assessments for all participating teachers.
- A total of 31,750 students were assessed in 2009-2010 and 24,378 students in 2010-2011.
- Assessments were a combination of teacher created/district generated and performance-based assessments. They were based on the content and context of the teaching assignment.



Results:

- In 2009-2010, 18.5% of students initially categorized as far below basic moved to a more advanced category. 49% of students advanced one or more proficiency bands.
- In 2010-2011, 21.36% of students initially categorized as far below basic moved to a more advanced category. 52% of students advanced one or more proficiency bands.

- In both years the percent of “advanced” students increased by 15% on the post-test.

Part III and IV:
Analysis of Candidate Assessment Data/
Use of Assessment Results to Improve Candidate and Program Performance

Focus Area #1: Support Provider Effectiveness – Impact on Candidate Competence

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
CS 4, 7, 9 PS 3, 5, 6	<ul style="list-style-type: none"> • Statewide BTSA Survey (Assessment 1a) • SP Peer Assessment (Art-of-FACT Review) (Assessment 2a) • Focus Group Interviews (Assessment 3) 	<p>Data from all assessments indicate a high level of support provider effectiveness.</p> <p>Based on multiple assessments within this focus area the data shows an increase in SP effectiveness in 2010-2011. Statewide BTSA survey results (Assessment 1a) reflect the positive impact of the support provider on the participating teacher's classroom practice. An overall satisfaction with the PT/SP match may contribute to this impact.</p> <p>Focus Group Data (Assessment 3) indicates strong positives in the areas of:</p> <ul style="list-style-type: none"> • Support Provider FACT Knowledge • Knowledge of Mentoring • Knowledge of CSTPs <p>Support providers within the RIMS-BTSA program are required to attend SP Follow-up Trainings four times within the program year. The trainings are structured around the processes and tools used to support participating teachers and all three focus area assessments suggest that these highly trained support providers</p>	<p>Support provider's knowledge of the CSTP will be a focus of additional training as they implement the Continuum of Teaching Practice. Additional training focus is needed on support for the participating teacher in creating appropriate next steps for students not meeting or exceeding goals.</p> <p>While the dimensions of SP effectiveness listed above are strong, there is room for growth. Evidence from the support provider peer assessments (Assessment 2a) indicated that the FACT summative assessment did not always include "next steps" for students who did not meet learning goals, nor for students who exceeded the goals. In addition to bringing this to light during training, SPs need to receive support (training) on the increased importance of evidence during each phase of</p>	<p>A focus of training for the year will be on effective mentoring through the use of the Continuum of Teaching Practice.</p> <p>To address expanded training needs RIMS-BTSA returning support providers will experience an extended training day in the fall of 2011. This full-day training will include data from the biennial report, mentoring strategies, and the use of the continuum as a tool to prompt PT reflection and inquiry. This initial day of training, followed by the three subsequent SP Follow-up Trainings will build upon the current strengths of the SPs and the program. For example, mentoring techniques which have been a key piece of training will be practiced and demonstrated in connection with CSTP and Continuum conversations. SPs will also experience a revised peer assessment process (Art-of-FACT) and documentation. The revised peer assessment process will include questions about the PT's and SP's use of the continuum and will also include an expanded section on evidence of mentoring skills. SPs who are new to RIMS-BTSA will receive these</p>

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
		are knowledgeable and effective.	FACT and induction.	foundational pieces during their initial two-day FACT Training and will then follow the follow-up cycle in a pattern consistent with the returning SPs. The revised training and monitoring will be included in our next set of assessments for the next two years of the accreditation cycle and will be included in the next biennial report.

Focus Area #2: The Induction Process – Impact on Candidate Competence

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
CS 2, 9 PS 5, 6, 7	<ul style="list-style-type: none"> • Self-Assessment of Growth (FACT DOP) (Assessment 4) • Statewide BTSA Survey (Assessment 1b) • SP Peer Assessments (Assessment 2b) 	<p>Results indicate that participating teachers are improving in their capacity to differentiate instruction and enhance instruction with technology.</p> <p>Strong evidence of PT growth is seen across the range of assessments used within this focus area. Consistent across the three assessments is the teacher self-reported strength in their ability to differentiate. The support provider state survey results support this contention and scored the strength at a higher rate than did that of the PTs. This assertion is also consistent with the initial marking on the DOP for CSTPs 4.3 and 4.4 in which teachers marked themselves at the maturing beginning practice (level 3). Both of these CSTP elements address instructional activity design and plans to foster student learning.</p> <p>Further documentation, collected during SP trainings, indicates that 86% of the FACT documents reviewed had evidence of technology use to enhance instruction; the use of which supports differentiation in the classroom.</p>	<p>Participating teachers growth in implementation of Academic Content Standards should be explicitly addressed.</p> <p>While a teacher strength in both differentiation and teaching to the state content standards was reported in both years on the state survey, participating teachers report greater improvement in their ability to differentiate than to teach to the content standards. Across the two years, the state survey results also indicate that their perceptions about their growth in these two areas were lower in 2010-2011 than it had been for participants in 2009-2010.</p> <p>Though site administrators and support providers believed that PTs grew in their capacity to teach to the content standards, PTs themselves did not identify the same level of growth. More explicitly use of content standards in professional development is planned.</p>	<p>Enrich participating teachers knowledge of the CSTPs in practice and link to improved training of the self-assessment process.</p> <p>Enhanced training is planned for both participating teachers and support providers to provide them with tools to develop in their self-assessment skills. During both SP Follow-up Training sessions and Inquiry Support Sessions for PTs, attendees will be trained further in the use of the CSTPs and the Continuum of Teaching Practice. Because the Continuum of Teaching Practice will be used by all program participants in 2011-2012 there will be in-depth training in the areas of evidence documentation, using the continuum in the electronic format, as well as increasing the collection of student work samples for review with support providers. We hope the increased emphasis during training as well as multiple opportunities to reinforce their understanding will enable participants to use both the CSTP and continuum as tools to examine their practice more deeply. Plans to provide training around the Common Core State Standards are developing. Participating teachers will work their support providers to align all instruction to the Common Core State Standards as their districts begin implementation.</p>

Focus Area #3: Student Academic Achievement

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
CS 9 PS 5, 6	<ul style="list-style-type: none"> Entry-level and Summative Assessment (Student Outcome Data) (Assessment 5) 	<p>Positive student learning outcomes are associated with the FACT Inquiry Process.</p> <p>Strong evidence of student learning within the FACT Inquiry Process is shown in both years of data. 52% of students advanced at least one proficiency band in 2010-2011. The data sample reflected student work from all inquiries in which a pre- and post-score were documented. The assessments represent a wide variety of learning activities across many content areas, grade levels and school sites. Each set of assessments was chosen by the teacher, with assistance from the support provider, and was designed to measure the learning goals established in the inquiry. The posting of these scores in their FACT documents was confidential, viewed only by the teacher, support provider and RIMS-BTSA staff. Results for individual teachers were not created. Therefore, teachers had no reason to inflate reported assessment scores. The positive results of this analysis give a strong indication that FACT's Inquiry / Action Research process promotes teacher effectiveness and student learning.</p>	<p>Assessment quality and effectiveness need to be assured.</p> <p>Assessments varied widely in their style and quality. They were a combination of teacher generated, textbook generated, district-wide, and / or performance / project based assessments. They were based on the content and context of the teaching assignment. Improvement in the types and caliber of assessments will improve the impact of this study.</p>	<p>Increased training for both support providers and participating teachers on developing effective and reliable pre and post tests will strengthen the value of this analysis.</p> <p>Specific training is planned for both participating teachers and support providers to provide them with tools to develop and evaluate the appropriateness of the assessments created for their inquiry lesson series. In the 2011-2012 school year, teachers will be able to generate their own charts and graphs in the RIMS-BTSAOnline[®] FACT System. These will reflect student growth during the Inquiry / Action Research process for the individual teacher. These charts remain part of the confidential FACT work, and only if the teacher chooses will they be available for others to view. This will enhance the teacher's capacity to assess the effectiveness of the inquiry's action plan in light of student learning. We hope this will enable teachers to approach their investigation of effective instructional practices with more of a research lens. We also recognize that these assessments vary widely in both their style and their quality. A new drop down menu on the online system will enable the research team to filter the data by assessment types and thus improve the validity of the analysis. Also, accuracy will be improved by splitting "Below Basic" and "Basic" into two categories.</p>

RIMS-BTSA Induction Program #612, Education Specialist

Section A, Part I: Contextual Information

Biennial Report Contextual Information											
Program Information											
Local Educational Agency CD Code:		Number of Schools		Type of BTSA Induction Program		Support Provider Model(s) Used		Formative Assessment System			
K-12		Elementary	3	Single District		Classroom-based	X	FACT	X		
Elementary		Middle	3	Consortium	X	Full-time Released		NTC FAS			
High School		High	5	Multi-District		Part-time Released	X	Locally Designed			
COE	X	Other	2	Other		Retired					
Participant Information											
		09-10		10-11				09-10		10-11	
Number of candidates (public/charter schools)				N/A	10	Total Number of candidates assigned to School Improvement or SAIT-identified settings		Year 1	N/A	1	
Number of candidates (private schools)				N/A	0			Year 2	N/A	1	
Number of active Support Providers				N/A	9						
Candidate : Support Provider ratio				N/A	1:1.1	Total Number of SP assigned to School Improvement or SAIT-identified settings		N/A	0		
Total number of candidates recommended for Clear MS or SS Credential				N/A	2	Number of <i>Verification of Unavailability of a Commission-Approved Induction Program (CL-855)</i> notices issued to eligible candidates		N/A	0		
Number of candidates recommended for Clear MS or SS Credential via Early Completion Option				N/A	1						
Program Changes											
Significant changes made since the last accreditation activity (Biennial Report, Program Assessment, or Site Visit)											
Program Standard(s)		Explanation of Change									
		This is the first biennial report since inception of the Clear Education Specialist Induction Program, which began admitting candidates in the 2010-2011 program year.									

Section A, Part II: Candidate Assessment/Performance and Program Effectiveness Information

Rationale for selected Focus Areas and Assessments used in the RIMS-BTSA 2011 Biennial Report:

The RIMS-BTSA Program defines program effectiveness in terms of three focus areas. For this reporting year, within the Education Specialist Program, RIMS-BTSA selected one instrument per focus area. For 2011-2012 the other existing general education assessments will be disaggregated in order to report education specialist data from a greater range of assessments.

Focus areas examined are:

1. Education Specialist Professional Development Supporting Advanced Study: The connection between the education specialist professional growth goals and the IIP focus helps to ensure a depth of advanced experience during induction.
2. Candidate Competence: Candidate (participating teacher) competence is defined as growth over time as measured by the California Standards for the Teaching Profession and documented by successful completion of the FACT process.
3. Student Academic Achievement: Finally, when candidates grow in their teaching practice, student academic achievement improves.

To measure program effectiveness and plan for program improvement RIMS-BTSA uses multiple assessments. Three of these assessments are analyzed in this report.

Focus Area 1: Education Specialist Professional Development Supporting Advanced Study

- Professional Development/IIP Correlation (6): Does an analysis of professional growth plans and FACT IIPs support PT advanced study?

Focus Area 2: Candidate Competence Assessments

- Self-Assessment of Growth (7 and 7a): How much do candidates believe they have grown as a result of their FACT inquiries?

Focus Area 3: Student Academic Achievement

- Entry-Level and Summative Assessments (8): Does an analysis of student assessments pre- and post-inquiry indicate positive student learning outcomes?

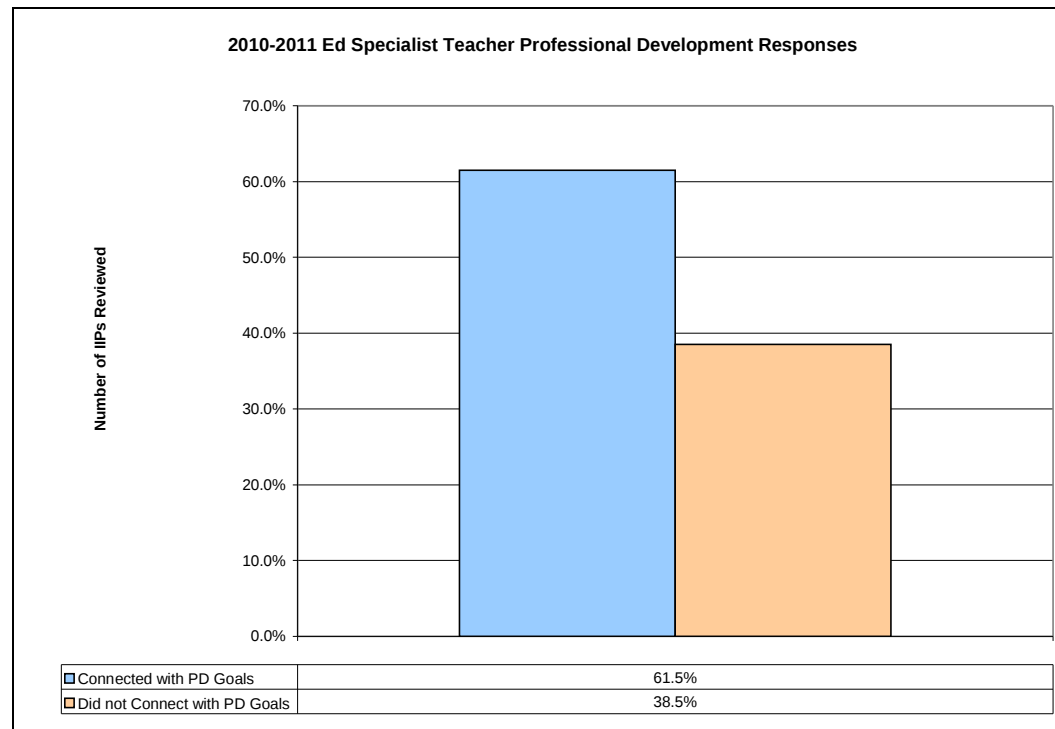
Focus Area #1: Educational Specialist Professional Development Options Supporting PT Focus

Assessment (6):

Rationale: To examine to what extent education specialists participating teachers design an IIP connected to advanced study (as outlined in Program Standard 7).

Method: The IIPs of the active education specialist participating teachers were reviewed electronically from the PT FACT documents.

- The IIPs were then assessed by an administrative review team to determine correlation between growth goals and IIPs completed during inquiry.
- To determine the correlation the professional growth goal from each PT's completion plan was compared to their inquiry question and the CSTP focus (as documented on the IIP).
- Because some of the P's were in their second year, where 2 IIPs are required, the total number of IIPs reviewed (13) exceeded the number of participants.



Results:

- A majority of the IIPs examined connected with professional development goals.
- While the majority of IIPs correlated, nearly 40% did not.

Focus Area #2: Candidate Competence

Assessment (7): Self-Assessment of Growth Using the Description of Practice

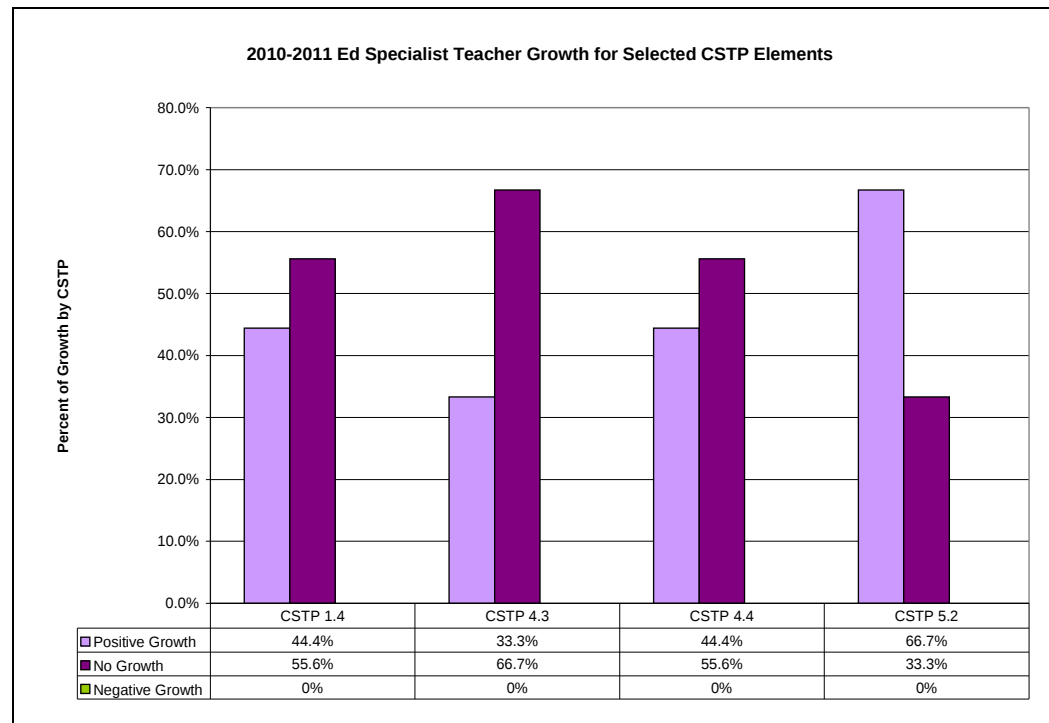
Rationale: To examine how well education specialist candidates (PTs) believe they have grown as a result of their inquiry.

Instrument:

- While the Continuum of Teaching Practice was being piloted in 2010-2011, the Description of Practice was still in use for the majority of RIMS-BTSA participants, including education specialists.

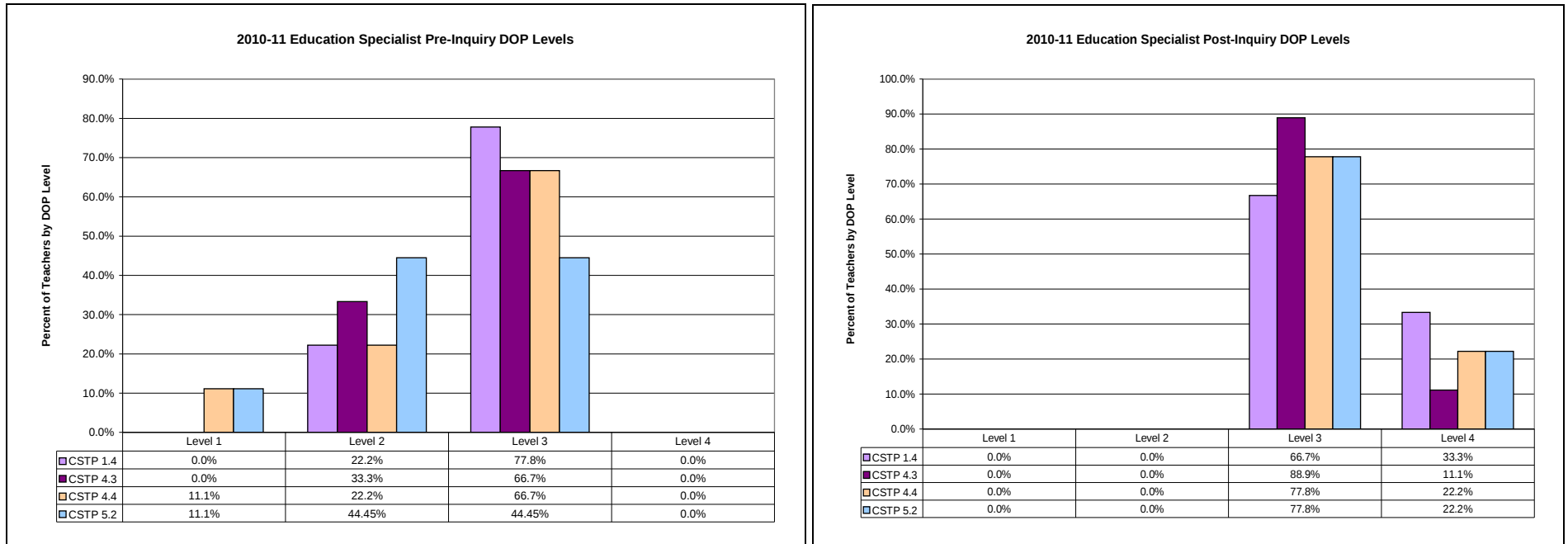
Method:

- CSTP elements, across three standard areas, were selected for analysis.
- CSTP elements selected for analysis include:
 - CSTP 1.4: Engaging student in problem-solving, critical thinking, and other activities that make subject matter meaningful.
 - CSTP 4.3: Developing and sequencing instructional activities and materials for student learning.
 - CSTP 4.4: Designing short-term and long-term plans to foster student learning.
 - CSTP 5.2: Collecting and using multiple resources of information to assess student learning.
- Data was extracted from Description of Practice self-assessments, pre- and post-inquiry.



Assessment (7) (Continued): Self-Assessment of Growth Using the Description of Practice

Deeper Analysis: Because teacher self-reported growth appeared to decline in 2010-2011, the program decided to pursue further analysis, focusing exclusively on 2010-2011 (see charts below).



Results:

- Approximately 20% of PTs advanced to the next DOP level.
- Few participating teachers initially marked themselves at level 1.
- The majority of PTs initially (prior to inquiry) marked DOP level 3, leaving little room for growth.

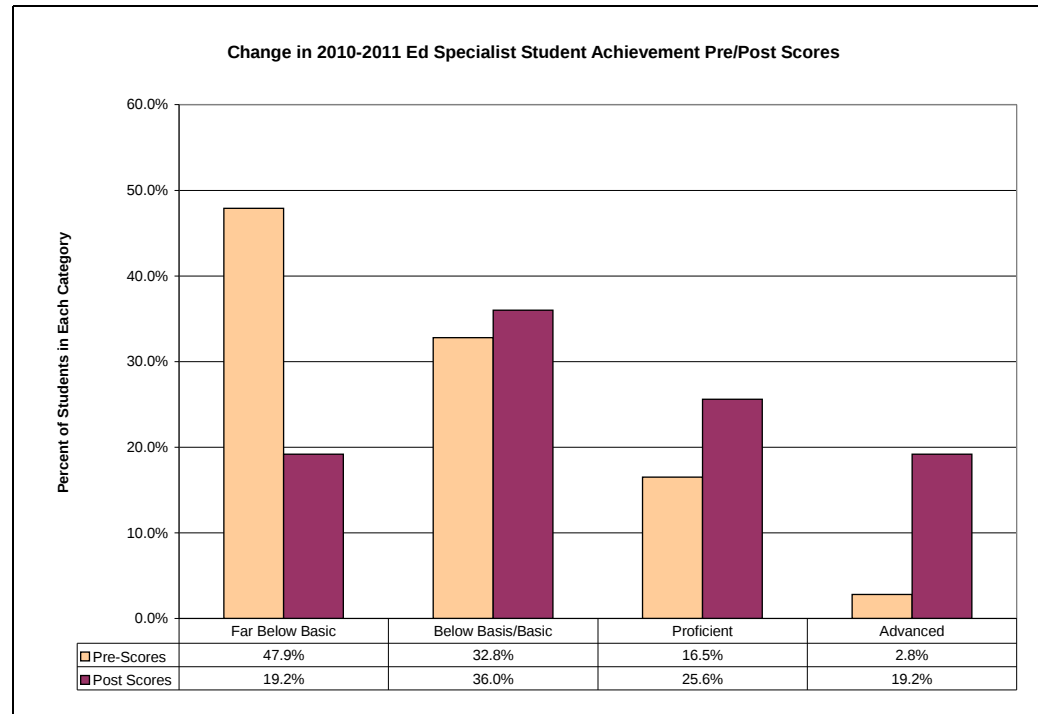
Focus Area #3: Student Academic Achievement

Assessment (8): Entry-level and Summative Assessments

Rationale: To determine a link between PT practice and student outcomes.

Method:

- The PTs’ electronic inquiry entry were viewed by an administrative review team.
- Student pre- and post-data were extracted from entry-level and summative assessments for all education specialist participating teachers.
- For 2010-2011, a total of 78 students were assessed in this inquiry.
- Assessments were a combination of teacher-created, district-generated, and performance-based assessments. They were based on content and context of the teaching assignment.



Results:

- 28% of students initially categorized as far below basic moved to a more advanced category.
- The percentage of “advanced” students increased by 16% on the post-test.

Part III and IV:
Analysis of Candidate Assessment Data/
Use of Assessment Results to Improve Candidate and Program Performance

Focus Area #1: Professional Development Advanced Study

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
CS 9 PS 4, 6, 7	<ul style="list-style-type: none"> Professional Development/ IIP Correlation (Assessment 6) 	<p>Positive correlation between the participating teachers' professional development goals and the focus of their IIP.</p> <p>There is a positive correlation between the PT's FACT Inquiry process and the professional growth goals which are outlined within their Program Completion plan. Data for all nine active program participants is included in this analysis during 2010-2011, the first year in which the program admitted participants. The goals represent a range of advanced professional development and connects with the advanced study requirement as part of Induction Program Standard 7, and are intended to enhance the participant's induction experience and teaching abilities. Within the RIMS-BTSA Program, PT's are supported in this process through program staff, Education Specialist Regional Meetings and their support provider. The positive results of this analysis give a strong indication that Education Specialist teachers are creating meaningful goals for advanced</p>	<p>Increase the number of Education Specialist PTs making the connection between their goals.</p> <p>While the majority of IIPs correlate to the teachers' professional growth goals the program desires to improve the percentage making the connection between the two goals. By connecting these goals, participants may explore education research more completely and with support from the support provider. The interconnectedness of these goals further allows the program to confirm that participating teachers experience a meaningful, learning-focused induction experience.</p>	<p>Increase training and emphasis for Education Specialist support providers and participating teachers.</p> <p>The data from the findings will be shared with participants at the Education Specialist Regional Meetings, which are required for both participating teachers and support providers. The data from these findings will be shared with participants. Because this was the first year of implementation, there was not an opportunity to provide participants with samples from previous years which may have improved the level of their understanding. In order to provide them with tools and understanding of desired outcomes, a portion of the regional meetings will include 2010-2011 results and procedural training about how to connect the goals. This increased training and opportunity to examine examples will enhance the teacher's capacity to develop meaningful growth goals connected with classroom practice. We hope this will enable teachers to more fully meet the program standard in regards to advanced study and ongoing professional growth. In addition to this initial change we also</p>

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
		professional study.		recognize that program staff and support providers need to assess the IIP goals earlier during the program year. While the current practice is to review FACT documents using Education Specialist specific review forms program staff did not disaggregate the findings during data meetings. For the 2011-2012 RIMS-BTSA will add an Education Specialist review to our data meetings. This will improve the opportunity to provide formative assessment to support providers and to increase the correlation in the future.

Focus Area #2: The Induction Process: Impact on Candidate Competence

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
<p>CS 2, 9 PS 5, 6, 7</p>	<ul style="list-style-type: none"> Self-Assessment of Growth (Assessment 7 and 7a) 	<p>Results indicate that participating Education Specialist teachers are using evidence to self-assess and are measuring themselves against the California Standard for the Teaching Profession.</p> <p>Evidence of PT growth was verified within the FACT Inquiry process. For the CSTP elements selected (1.4; 4.3; 4.4; 5.2) the administrative review team located teacher evidence in support of the standards. The review of each of the nine active Education Specialist PTs found that multiple sources of evidence were used by every PT during self-assessment. This represents 100% compliance with program expectations that multiple sources of evidence be used for assessment. While it required an additional sorting and analysis of teacher-growth data (Assessment 7a) it was determined that the initial reporting of “little or no growth” was over reported due to the fact that teachers initially marked themselves as maturing beginning practice (level 3) on the DOP, leaving little room for growth.</p>	<p>Initial review of pre and post inquiry self-assessments do not indicate teacher growth. Only after a deeper analysis can it be determined whether teachers have progressed in their practice.</p> <p>Increased instruction in the use and understanding of the continuum must include the collection of student evidence. Specifically, teachers need to include student evidence before placing themselves along the continuum within CSTP standard 1 or 2. Current instruction has focused primarily on the teacher actions, and has not been linked to student outcomes based upon teacher actions. The current education specialist strength of including multiple sources of evidence will greatly support their ability in this area.</p>	<p>Enrich support provider knowledge of the CSTPs in practice and link to improved training of the self-assessment process.</p> <p>Enhanced training is planned for both participating teachers and support providers to provide them with tools to develop in their self-assessment skills. For the Education Specialist PT and SP, they will also receive this information and training during the required regional meeting held in the fall. During both SP Follow-up Training sessions and Inquiry Support Sessions for PTs, attendees will be trained further in the use of the CSTPs and the continuum of teaching practice, as is consistent with general education induction participants. Because the continuum of teaching practice will be used by all program participants in 2011-2012 there will be in-depth training in the areas of evidence documentation, using the continuum in the electronic format, as well as increasing the collection of student work samples for review with support providers. We hope the increased emphasis during training as well as multiple opportunities to reinforce their understanding will enable participants to use both the CSTP and continuum as tools to examine their practice more deeply.</p>

Focus Area #3: Student Academic Achievement

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
CS 9 PS 5, 6	<ul style="list-style-type: none"> Entry-level Summative Assessments (Assessment 8) 	<p>Positive student learning outcomes are associated with the FACT Inquiry Process.</p> <p>Strong evidence of student learning within the FACT Inquiry Process is shown in the years of data. 19% of students were in advanced proficiency band in 2010-2011. The data sample reflected student work from all inquiries in which a pre- and post-score were documented. The assessments represent a wide variety of learning activities across many content areas, grade levels and school sites. Each set of assessments was chosen by the teacher, with assistance from the support provider, and was designed to measure the learning goals established in the inquiry. The posting of these scores in their FACT documents was confidential, viewed only by the teacher, support provider and RIMS-BTSA staff. Results for individual teachers were not created. Therefore, teachers had no reason to inflate reported assessment scores. The positive results of this analysis give a strong indication that FACT's Inquiry / Action Research process promotes teacher effectiveness and student learning.</p>	<p>Assessment quality and effectiveness need to be assured.</p> <p>Assessments varied widely in their style and quality. They were a combination of teacher generated, textbook generated, district-wide, and / or performance / project based assessments. They were based on the content and context of the teaching assignment. Improvement in the types and caliber of assessments will improve the impact of this study as will increased focus during training sessions for both PTs and SPs.</p>	<p>Increased training for both support providers and participating teachers on developing effective and reliable pre and post tests will strengthen the value of this analysis.</p> <p>Training is planned for both Education Specialist participating teachers and support providers pertaining to the strategic use of the "Menu of Options" (catalog of professional development training) to inform professional development opportunity selections related to assessment. The content within these selections will provide them with tools to develop and evaluate the appropriateness of the assessments created for their inquiry lesson series. Data for these findings will be presented during Education Specialist Regional Meetings. In the 2011-2012 school year, teachers will be able to generate their own charts and graphs in the RIMS-BTSAOnline[®] FACT System. This will enhance the teacher's capacity to assess the effectiveness of the inquiry's action plan in light of student learning. These will reflect student growth during the Inquiry / Action Research process for the individual teacher. We hope this will enable teachers to approach their investigation of effective instructional practices with more of a research lens. We also recognize that these assessments vary widely in both their type and their method of implementation because of the possible link to IEP goals and objectives. A new drop down menu on the</p>

Common/ Program Standards	Data Source	Areas of Strength	Area for Growth	Proposed Changes
				<p>online system will enable the research team to filter the data by assessment types and thus improve the validity of the analysis. Also, accuracy will be improved by splitting “Below Basic” and “Basic” into two categories.</p>

Section B: Institutional Summary and Plan of Action

Trends observed across programs:

- A) Across both general education and education specialist induction programs SP knowledge and skills help to ensure a meaningful induction experience for RIMS-BTSA participating teachers.
- B) The trend across both programs includes the increased effectiveness of support providers.
- C) The need emerged to deepen both SP and PT understanding of the CSTPs and the use of the Continuum of Teaching Practice.
- D) Student outcome data, disaggregated for both general education and education specialist programs, supports that induction is having a positive impact on teachers' classroom practice and that there is growth in student learning associated with the Induction Inquiry process.

Areas of strength:

- **Data collection and analysis used to guide program improvement** across both general education and education specialist induction programs, a strength exists in the area of data collection and analysis. The systems of data collection and analysis consistently involve a wide-range of Governance and program staff. The data are collected during various time of the program year, analyzed by groups across the institutions and reported to stakeholder groups including: county superintendents, institutional committee members, governance team members and district and agency representatives.
- **Support provider effectiveness is strong** in both programs.
- **Student achievement is positively impacted by the FACT Inquiry Process.**

Areas for growth:

- **Participating teachers' and support providers' understanding of the CSTPs needs to be deepened.**
- **Use of the Continuum for Teaching Practice for the purpose of self-assessment and professional goal setting needs to be enhanced.**
- **Participating teachers' growth in implementation of Academic Content Standards should be explicitly addressed.**
- **Student assessment quality and effectiveness need to be assured.**

Plan of Action:

- A) **Share:** The Biennial Report data with all stakeholder groups. Articulate the plan of action based on the reports' data analysis.
- B) **Implement Improvements:**
 - Changes to this year's support provider trainings and participating teacher's Inquiry Support Sessions are already underway. The Continuum for Teaching Practice training has been developed and the programming is complete for use of the continuum in our RIMS-BTSAOnline[®] System. Throughout the year, trainings will reflect the changes proposed. Enhanced training is planned for both participating teachers and support providers to provide them with tools to develop in their self-assessment skills. During both SP Follow-up Training sessions and Inquiry Support Sessions for PTs, attendees will be trained further in the use of the CSTPs and the Continuum of Teaching Practice. Because the Continuum of Teaching Practice will be used by all program participants in 2011-2012 there will be in-depth training in the areas of evidence documentation, using the continuum in the electronic format, as well as increasing the collection of student work samples for review with support providers.
 - Specific training is planned for both participating teachers and support providers to provide them with tools to develop and evaluate the appropriateness of the assessments created for their inquiry lesson series. Programming has already been completed for splitting "Below Basic" and "Basic" into two categories.
 - To address the participating teachers' growth in implementation of Academic Content Standards, plans to provide training around the Common Core State Standards are developing. Participating teachers will work their support providers to align all instruction to the Common Core State Standards as their districts begin implementation. Instruction on how to assess these standards will be part of the assessment training focus.
 - Continue focus on improving support provider effectiveness. Working with district representatives, closely monitor the Support Service Logs indicating time spent in reflective conversation with participating teachers.
- C) **Continue data collection and analysis:** Continue to collect data on the same focus areas, SP effectiveness, candidate competence and impact on student achievement. Modify the instrument used for support provider peer assessment for implementation this September. Add an analysis of training feedback to the data analysis.

Respectfully submitted,



Barbara L. Howard
Director, RIMS-BTSA

APPENDIX

Explanation of Terms and Data Protocol Details

RIMS-BTSA Biennial Report

Terms Used

- **Inquiry Support Sessions (ISS)**

Professional Development for Participating Teachers

Supporting and linked to inquiry focus.

Delivered by program managers and CSUSB professors in locations across the region.

Topics Include:

- *Guide to Induction – Required*

Teachers Choose 3 Additional Sessions

- *Effective Teaching Practices Elementary (Classroom Management)*
- *Effective Teaching Practices Secondary (Classroom Management)*
- *Digital Teaching and Learning*
- *Parent Engagement for Student Success*
- *English Learners – Differentiating Instruction*
- *Special Populations – Differentiating Instruction*
- *Supporting Learning for All: Special Education*

- **Support Provider Initial Training**

Initial training provided to support providers before they begin working with participating teachers.

Topics include: FACT, Mentoring, CSTPs, Continuum of Teaching Practice

Held four (4) times during the program year.

Delivered by program managers and CSUSB professors in locations across the region.

- **Support Provider Follow-up Training**

Ongoing training provided to support providers.

Topics include: FACT, Mentoring, CSTPs, Continuum of Teaching Practice

Held four (4) times during the program year.

Delivered by program managers and CSUSB professors in locations across the region.

- **Art-of-Fact Review** – The document used by support providers in training to Peer Review the PT's FACT documents.

- SP – Support Provider
- PT – Participating teacher

- SA – site administrator

Data Protocol Details

A) Statewide BTSA Survey (Assessment 1a & 1b)

Differentiating Instruction: SA perspectives of the effect of induction on PT ability to differentiate instruction increased significantly in 2010-11 (+.20). SP perspectives increased to a lesser extent (.08). PT perspectives decreased (-.08). Focus group interview findings suggest that both PT and SP perspectives are affected by changes resulting from the budget crisis. These changes include larger class sizes and higher percentages of low performing and special needs children assigned to PTs (see student achievement charts in this report, which indicates that PT assignments of students scoring far below basic increased in 2010-11).

Content Standards: SA perspectives of the effect of induction increased by .13. SP perspectives decreased by .08 and PT perspectives decreased by .04. Focus group interviews with PTs and SPs indicate that staff reductions resulting from the budget crisis have negatively affected program ability to match PT and SPs by content area.

CSTPs: All stakeholders (PT, SP, SA) indicated that SP impact on PT classroom practice as measured by the CSTPs has diminished to a small extent (PT -.06, SP -.01, SA -.08). Focus group interviews conducted with support providers suggest that PT reassignments, which are often late, and often resulted in change of support provider, had a significant effect on SP ability to establish rapport and slowed the inquiry process in year two.

SP/PT Match: PT and SA survey results indicate agreement that the quality of PT/SP match diminished in 2010-11 (PT -.15, SA -.10). The spike in SP perceptions is related to a change in the survey question that positively skews the resulting data. The 2009-10 question was “Based on your **overall experience**, to what degree do you think that following aspects of the SP/PT matches positively impact your effectiveness as an SP? In 2010-11 the survey asked, “Which aspects of your SP/PT matches **positively impacted** your effectiveness as an SP? While the 2009-10 question asks about “overall experience,” the 2010-11 question narrows the focus to “aspects [that] . . . positively impacted.”

Appendix XYZ: Statewide Survey Analysis Information

Impact of Induction on PT Ability to Differentiate Instruction

2009-10 PT, SP, and SA perceptions of growth in PT ability to differentiate were compared by analyzing results from the following questions:

- PT_D21: “How much impact did your BTSA Induction experience have on your classroom practice in the following areas: [E] Differentiating Instruction”
- SP_28: “Based on your work with your participation teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA Induction? [E] Differentiating Instruction”
- SA_29: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA Induction? [E] Differentiating Instruction”

In 2010-11 the following questions were compared:

- PT_D20: “To what degree did your BTSA induction experience impact your classroom practice in the following areas: [E] Differentiating Instruction”
- SP_24: “Based on your work with your participation teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [E] Differentiating Instruction”
- SA_26: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [E] Differentiating Instruction”

Impact of Induction on PT ability to Teach to the Content Standards

2009-10 PT, SP, and SA perceptions of growth in PT ability to teach to the content standards was compared by analyzing results from the following questions:

- PT_D20: “To what degree did your BTSA induction experience impact your classroom practice in the following areas: [G] Teaching to the Content Standards”
- SP_24: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [G] Teaching to the Content Standards”
- SA_26: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [G] Teaching to the Content Standards”

In 2010-11, perception of growth in ability to Teach to the Content Standards were compared using the following questions:

- PT_D20: “How much impact did your BTSA induction experience have on your classroom practice in the following areas: [G] Teaching to the Content Standards”
- SP_24: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [G] Teaching to the Content Standards”
- SA_26: “Based on your work with your participating teachers, to what extent did they improve in their practice in the following areas, as a result of their participation in BTSA induction? [G] Teaching to the Content Standards”

Impact on all above questions is measured by the mean value of ‘No Impact’ (score = 1), ‘Some Impact’ (score = 2), ‘Moderate Impact’ (score = 3), and ‘Very Strong Impact’ (score = 4) for each stakeholder group.

Impact of SP on PTs Classroom Practice with CSTPs

2009-10 stakeholder perceptions of SP effect on PT classroom practice, as measured by the CSTPs, were compared using the following questions:

- PT_D20: “How much impact did your BTSA induction experience have on your classroom practice in terms of the following California

Standards for the Teaching Profession (CSTP)?”

- SP_27: “How much impact did the BTSA induction experience have on your PT’s classroom practice in terms of the following California Standards for the Teaching Profession (CSTP)?”
- SA_29: “Based on your work with your participating teacher(s), to what extent did they improve in their practice in the following areas as a result of their participation in BTSA induction?” Note: within the SA survey there are 16 subcategories, only the 6 that matched the PT and SP surveys were analyzed. For each question the percent of Impact was averaged across all 6 subcategories items to give a mean value.

2010-11 stakeholder perceptions of SP effect on PT classroom practice, as measured by the CSTPs, were compared using the following questions:

- PT_D19: “How much impact did your BTSA induction experience have on your classroom practice in terms of the following California Standards for The Teaching Profession (CSTP)?”
- SP_23: “How much impact did the BTSA induction experience have on your PT’s classroom practice in terms of the following California Standards for the Teaching Profession (CSTP)?”
- SA_27: “To what extent have the SPs teaching at your site improved their teaching practice as a result of their participation in BTSA induction?” Within the SA survey there are 16 subcategories, only the 6 that matched the PT and SP surveys were analyzed. For each question the percent of Impact was averaged across all 6 subcategories items to give a mean value.

Quality of SP/PT Match

2009-10 stakeholder perceptions of quality of SP/PT match were compared using the following questions:

- PT_B13: “Looking at similarities and differences between you and your SP, how closely matched was your SP to these elements that relate to your teaching?”
- SP_11: “Based on your overall experience, to what degree do you think the following aspects of the support provider/participating teacher matches positively impact your effectiveness as a support provider?”
- SA_14: “How well prepared were support providers for working with participating teachers at your site?” For each question the level of Impact was averaged across all subcategories items to give a mean value.

2010-11 stakeholder perceptions of quality of SP/PT match were compared using the following questions:

- PT_B12: “Looking at Similarities and differences between you and your SP, how closely matched was your SP to these elements that relate to your teaching?”
- SP_7: “Which aspects of your SP/PT matches impacted your effectiveness as a support provider?”

- SA_12: “How well prepared were support providers for working with participating teachers at your site?” For each question the level of Impact was averaged across all subcategories items to give a mean value.

B) Focus Group Interviews (Assessment 3)**Original Data Table – Focus Group Interviews Includes Program Standards 3 and 4**

2009-10: Support Provider Effectiveness	Mixed		Negative		Positive		TOTALS:	
Induction Program Standard 3	PT	SP	PT	SP	PT	SP	PT	SP
SP Knowledge of Inquiry Process (FACT)	6	10	0	0	14	21	20	31
SP Knowledge of Mentoring	5	2	1	0	13	5	19	7
SP Knowledge of CSTPs	3	6	1	2	11	5	15	13
Total Quotations	14	18	2	2	38	31	54	51
Percent of total	26%	35%	4%	4%	70%	61%	100%	100%

2010-11: Support Provider Effectiveness	Mixed		Negative		Positive		TOTALS:	
Induction Program Standard 3	PT	SP	PT	SP	PT	SP	PT	SP
SP Knowledge of Inquiry Process (FACT)	14	12	4	0	54	46	72	58
SP Knowledge of Mentoring	9	11	1	2	38	46	48	59
SP Knowledge of CSTPs	4	6	5	0	35	31	44	37
Total Quotations	27	29	10	2	127	123	164	154
Percent of total	16%	19%	6%	1%	77%	80%	100%	100%

2009-10 PT and SP Perceptions of Formative Assessment System	Mixed		Negative		Positive		TOTALS	
Induction Program Standard 4	PT	SP	PT	SP	PT	SP	PT	SP
FACT IIP Based on Individual Teachers' Needs	3	7	8	8	32	39	43	54
FACT IIP Guides Inquiry in Content Area of Focus	1	1	2	1	7	7	10	9
PT and SP Revisit IIP for Reflection and Updating	1	1	6	1	6	6	13	8
Total Quotations	5	9	16	10	45	52	66	71
Percent of total	8%	13%	24%	14%	68%	73%	100%	100%
2010-11 PT and SP Perceptions of Formative Assessment System	Mixed		Negative		Positive		TOTALS:	
Induction Program Standard 4	PT	SP	PT	SP	PT	SP	PT	SP
FACT IIP Based on Individual Teachers' Needs	3	16	4	1	22	24	29	41
FACT IIP Guides Inquiry in Content Area of Focus	5	3	4	1	14	6	23	10
PT and SP Revisit IIP for Reflection and Updating	0	3	2	0	1	0	3	3
Total Quotations	8	22	10	0	37	30	55	54
Percent of total	15%	41%	18%	4%	67%	56%	100%	100%

- **CONTEXT-BASED CHALLENGES:** PTs and SPs reported problems associated with budget cuts, including reduced access to support providers and an increase in challenging assignments. Staffing cuts reduced district ability to match PTs and SPs by content area.
- **CONTEXT-BASED IMPROVEMENTS:** Overall program quality has improved as measured by an increase in positive PT comments for support provider effectiveness and a decrease in negative comments for the formative assessment system.

C) Teacher Growth Raw Data Table (Assessment 4)

Year	Total PTs	Inquiry Focus CSTP 1.4		Inquiry Focus CSTP 4.3		Inquiry Focus CSTP 4.4		Inquiry Focus CSTP 5.2	
		#PT	%PT	#PT	%PT	#PT	%PT	#PT	%PT
2009-10	1349	154	11%	147	11%	66	5%	113	8%
2010-11	1067	155	15%	87	8%	20	2%	92	9%

