

John Marshall Community High School – Recommendation for State Intervention¹

2012-2013: Assignment of district-selected Lead Partner

- During the JMCHS community hearing, IPS presented a plan for turning around JMCHS and the fourteen schools that feed into JMCHS. IPS recommended that Voyager Learning serve as the Lead Partner to implement this plan.
- Since that presentation, representatives from IDOE have met with representatives from IPS and Voyager Learning on multiple occasions to learn about the plan's objectives, necessary personnel and implementation strategy.
- IDOE's analysis of current Lead Partners' success in increasing ISTEP+ and ECA scores at Broad Ripple Magnet High School and George Washington Community High School during the 2011-2012 academic year highlights that the following elements are needed in order for Lead Partners to be successful in driving substantive student achievement:
 - High-touch: Lead Partner staff must be in the school every week for multiple days
 - Multi-faceted approach: The scope of the Lead Partner's work must support improved school leadership and instructional quality
 - Targeted interventions: Based on an analysis of school- and student-level data, interventions must be targeted to priority areas for improvement
 - Frequent reflection and revision: The scope of work must be malleable to incorporate needed modifications based on analyses of student-level data
- Voyager Learning's scope of work for turning around JMCHS addresses each of the aforementioned elements by:
 - High-touch: Voyager Learning staff will be on-site weekly providing job-embedded coaching, instructional support, and professional development for leadership
 - Multi-faceted approach: The scope of work identifies school leadership, instructional quality and student-level goals
 - Targeted interventions: Priority areas for improvement, including increasing student graduation without waivers and increasing student participation in Advanced Placement courses, are clearly identified in the scope of work
 - Frequent reflection and revision: IPS, IDOE and Voyager Learning staff will meet on a monthly basis to analyze student-level data and discuss ways to improve upon the existing scope of work
- Voyager Learning's services have been successful in supporting school turnaround:
 - In Milwaukee Public Schools (MPS), both high schools that Voyager Learning served in 2010-2011 showed improvement in seven out of eight categories.
 - When additional MPS schools were added to this intervention in 2011-2012, three of the four schools in the entire district that showed improvement on the district's MAP testing were being served by Voyager Learning.
 - The Vallas Group, Voyager Learning's partner in their work with Indianapolis Public Schools, has a track record of innovative district-led turnaround efforts, including the Recovery School District in New Orleans.
- For these reasons, IDOE recommends assigning Voyager Learning to serve as the Lead Partner for John Marshall Community High School (JMCHS) for the 2012-2013 academic year.

¹ This recommendation is conditioned on JMCHS's letter grade not changing at the close of the letter grade appeals window.

- At the end of the first semester, IDOE will analyze available ECA and Acuity results to assess if sufficient progress towards the annual goals is being made. Specifically, IDOE will look for the following:
 - At least **five of nine school quality indicators show improvement** from the 2011-2012 evaluation based on the Mass Insight Framework for High-Performing, High-Poverty Schools,
 - At least **40% of students** demonstrating that they are **on pace to pass** both the **ISTEP+** English/Language Arts and Math assessments as demonstrated by their predictive Acuity scores
 - At least **40% of students passing** both **ECA** English 10 and Algebra I assessments during the **winter 2012** testing window
 - At least **50% of high school seniors** are **on pace to graduate high school without a waiver**
- If one or more of these goals are not met, IDOE will review the efficacy of the Lead Partner intervention and consider an immediate revision to its recommendation, including the assignment of a turnaround school operator during the second semester.

2013-2014: Continuation of Lead Partner or assignment of Turnaround School Operator (if performance goals are not met)

- While Voyager Learning's plan aligns with the best practices for Lead Partner services, specific student achievement goals must be achieved for this intervention to continue beyond 2012-2013. IDOE, IPS, and Voyager have agreed that the all of the following goals must be met to continue the Lead Partner intervention at JMCHS in 2013-2014 and beyond:
 - **12% increase** in the percentage of students passing both the **ISTEP+** English/Language Arts and Math assessments
 - **12% increase** in the percentage of students passing both the **ECA** English 10 and Algebra I assessments
 - **15% decrease** in the percentage of **students graduating with waivers**
- Given JMCHS' persistently low student achievement scores, substantive improvement must be shown in year one of the Lead Partner intervention.
- If one or more goals are not met, IDOE recommends that the State Board of Education revisit the intervention. If the Lead Partner approach is deemed ineffective, IDOE recommends that the intervention be modified to a Turnaround School Operator.
- If this modification is necessary, IDOE recommends EdisonLearning serve as the Turnaround School Operator and begin operating JMCHS at the start of the 2013-2014 academic year.
- By successfully opening Theodore Roosevelt College and Career Academy (TRCCA) in Gary this fall, EdisonLearning has demonstrated its capacity to effectively plan for and launch a Turnaround Academy in Indiana.
- JMCHS and TRCCA have many commonalities in terms of student and school characteristics:
 - Serve grades seven through twelve
 - Predominantly African American student population
 - Over 70% of students qualify for free/reduced lunch
 - 615 enrolled at JMCHS in 2011-2012, approximately 700 enrolled at TRCCA for 2012-2013

Interventions and Turnaround



Cambium
EDUCATION



Cambium Learning Group | Voyager Learning Implementation Outcomes

August 21, 2012

Dedicated to the success of every student, Voyager Learning is committed to providing research-based interventions and comprehensive solutions—including personalized professional development, intervention materials, and school improvement/turnaround services. Voyager Learning partners with districts and states to build educators' capacity, and provide the necessary resources, to close the achievement gap for struggling students.

Voyager Learning is a member of Cambium Learning® Group.

Intervention

Miami-Dade, Florida

Demographic Information:

Low SES	87%
Minority	90%
Latino	61%

Implementation:

Miami-Dade has used Voyager Passport as its primary intervention for early struggling readers since 2005 and as its exclusive intervention in 2008-2009. More than 45,000 Miami-Dade students have used Voyager literacy interventions since 2006.

Results:

Increase in percentage of students passing FCAT (Florida Comprehensive Assessment Test)

Grade Level	2008 Passing Rate	2009 Passing Rate	Gain	% Gain
4	40%	48%	8	20%
5	32%	45%	13	41%

Student achievement on 2009 NAEP (National Assessment of Education Progress)

- Ranked #1 nationally in 8th grade Reading
- Ranked #2 nationally in 4th grade Reading
(> 45,000 students had used Voyager literacy products)

Los Angeles, California

Demographic Information:

Low SES	74%
Minority	93%
Latino	73%

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Implementation:

In 1996 LAUSD was placed under federal court oversight for systemic noncompliance with special education law. In 2006, the district began implementing Passport with second- through fifth-grade special education students. The percentage of special education students who passed the state test increased every year, and in 2011, nearly 36% of special education students passed the state test. In 2012, the court ruled that LAUSD had met the academic outcome required in the Modified Consent Decree.

Results:

Percentage of LAUSD SPED Students Passing the ELA Section of California State Test (CST)

School Year	Proficiency Categories	# of Students Receiving SPED Services	# of Students Receiving SPED Services at Basic or Above	Percentage of Students who Passed Assessment
2010-11	English/ Language Arts	36,082	12,648	35.7%
2009-10	English/ Language Arts	43,268	12,721	29.4%
2008-09	English/ Language Arts	50,796	14,425	28.4%
2007-08	English/ Language Arts	51,995	13,050	25.1%
2006-07	English/ Language Arts	51,904	11,531	22.2%
2005-06	English/ Language Arts	53,707	10,709	19.9%

“the implementation of supplemental instructional programs like the Voyager Passport program, and the decrease of out of school suspensions may have contributed to these gains.”

-Letter from Office of the Independent Monitor to School Board and LAUSD Superintendent - February 17, 2012

Richmond, Virginia

Demographic Information:

Low SES	71%
Minority	92%
Latino	5%
African American	71%

Implementation:

Richmond Schools have used Voyager as their primary early literacy provider since 2002. In 2002, just 53 percent of economically disadvantaged fifth-graders passed the high-stakes reading test and only seven of the district’s 29 elementary schools were fully accredited (made

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AYP). In 2008, 82 percent passed of economically disadvantaged fifth-graders passed the high-stakes reading test and 26 of 28 elementary schools were fully accredited.

Results:

Increase in percentage of low-SES students passing high-stakes reading

Grade Level	2002 Passing Rate Low SES	2008 Passing Rate Low SES	Gain	% Gain
5	53%	82%	29	55%

Increase in schools achieving AYP:

Grade Level	2002 -2003 Meeting AYP	2007-2008 Meeting AYP	Gain	% Gain
Elementary	7 Schools	26 Schools	19	271%

“We’re taking great responsibility for student achievement, and I’m proud of the district for that. Voyager is an important partner in that effort.”

–Dr. Deborah Jewell-Sherman, former Superintendent, Richmond City Schools

Buffalo, New York

Demographic Information:

Low SES	78%
Minority	75%
Latino	14%
African American	57%

Implementation:

Buffalo City Public Schools began implementing Voyager Passport as their K-3 strategic intervention during the 2006-2007 school year. Students in every grade level made notable gains on the state’s English/Language Arts Assessment, even outperforming the state in 2009. In third through eighth grade, Buffalo gained between 12 and 35 percentage points in the percent of students Meeting Standard on the ELA assessment - more than the average state gain in every grade.

Results:

Change in % of Students Passing New York’s English Language Arts Assessment: 2006-2009

Grade Level	Buffalo	Big 4 New York District
3	+12%	+8%
4	+16%	+8%
5	+21%	+19%
6	+33%	+28%
7	+35%	+29%
8	+22%	+20%

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“The partnership with Voyager, as well as the strong support from administrators, teachers, students, staff, parents, support personnel, and the Buffalo Board of Education, has helped Buffalo Public Schools realize these gains.....”

–Dr. James A Williams, Buffalo Superintendent

El Paso, Texas

Demographic Information:

Low SES	68%
Minority	88%
Latino	81%
Limited English Proficient	29%
Bilingual Education/ESL	21%

Implementation:

El Paso began implementing Vmath[®] in the 2005-2006 school year to boost student achievement in math. After four years with the Voyager program, every grade made substantial gains and outperformed the state as measured by the increase in the percent of students passing the Texas Assessment of Knowledge and Skills (TAKS) from 2006 to the 2009.

Results:

El Paso versus State Increases in the Percentage of Students Passing TAKS-Math 2006-2009

Grade Level	Gain in El Paso Passing Rate	Gain in Texas State Passing Rate
3	9%	1%
4	11%	2%
5	15%	2%
6	13%	-1%
7	21%	8%
8	32%	11%

Percentage of Student Passing by Grade Level in El Paso 2006 – 2009

Grade Level	2006 Passing Rate	2009 Passing Rate	Gain	% Gain
3	75%	84%	9	12%
4	78%	89%	11	14%
5	78%	93%	15	19%
6	63%	76%	13	21%
7	55%	76%	19	35%
8	52%	84%	32	62%

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Math Gains for Two Year Vmath[®] Cohorts (2009-2010 to 2010-2011) Using Effect Size*

Grade	Arizona Vmath [®]	Florida Vmath [®]	Georgia Vmath [®]	Texas Vmath [®]	Virginia Vmath [®]
2	2.85	2.0	1.76	2.46	1.65
3	1.95	1.59	2.49	2.20	2.07
4	1.34	.36	1.04	1.08	1.00
5	1.41	1.84	1.85	2.05	2.24
6	1.23	1.0	.60	.50	1.53
7	.90	.86	.77	.61	1.52
8	.78	.93	1.16	.38	NA

***Effect Size**

An effect size of .2 is small effect, .5 is moderate effect, and .8 is large effect (Cohen, 1988).

National results for Vmath[®] Grade 3-8 show a significant impact on student performance at all grade levels. The overall program effect size ranged from 0.75 to 1.3 which is statistically significant and large.

Turnaround

Cambium and National Academic Educational Partners (NAEP)

Milwaukee Public Schools

Implementation:

NAEP/Cambium Learning implemented GETS RESULTS comprehensive model of school turnaround which includes a team of specialists in leadership, literacy, math, and behavior who provide intensive evaluation, professional development, coaching, and mentoring every week of the school year.

- 2010-2011 start: Bay View and Bradley Technology & Trade High
- 2011-2012 added: Alexander Hamilton, Casimir Pulaski, Advanced Language & Academic Studies (A.L.A.S.), and Washington High School of Information Technology.

Results:

Milwaukee Public Schools' Wisconsin Knowledge Concepts Examination (WKCE) increase in amount of students that received a score of proficient or higher scores during the 2010-2011 school year:

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Subtest	Bay View High School	Bradley Technology & Trade High School
Language Arts	5%	-5%
Math	8%	8%
Science	6%	6%
Social Studies	18%	7%

- Bay View High School
 - Only Metro Region school to make gains in the percentage of students achieving proficient or advanced in both reading and math.
 - 3.75% average increase in student attendance
 - Decrease in student suspension of 16.4%
- February 2012 updates: Milwaukee Public Schools MAP testing data for schools. Only four schools in the Metro Region experienced gains and three of them were Cambium/NAEP Lead Partners for Turnaround, Transformation, and Restart schools.

“The true test of an effective partnership is in student achievement...the achievement indicators for the two schools supported by NAEP demonstrate high levels of improvement as measured by state assessments. This work was accomplished in spite of a number of barriers and hurdles that had to be navigated.”

- Dennis G. Queen, Regional Executive Specialist, Milwaukee Public Schools

Providence, Rhode Island Public School District

Implementation:

In April 2012 selected as the turnaround provider in three of the Providence, Rhode Island District's lowest performing schools to provide academic and operational management support of a Chief Transformation Officer, Literacy Director, Math Director, Science Director, Special Services Director (ELL/SPED), and Parent and Community Engagement Facilitator. The six person team will provided staggered five days per week on-the-ground support for needs assessment, professional development, and coaching of the GETS RESULTS turnaround plan for leaders and teachers.

- Mount Pleasant High School, Juanita Sanchez Education Complex, and a new innovation school.
- April 2012-June 2012 Needs Assessment: Closing the Achievement Gap
- July 2012-September 2012 Pre-Implementation Activities

Other Jeffrey Hernandez/NAEP Projects

- Turnaround Consultant Memphis City Schools, Striving School Zone

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- 28 schools
- Targeted focus on 8 Achievement School District schools
- School Improvement Zone in Miami-Dade
 - Lakeview Elementary “D” to an “A” —the first “A” in the zone—and the school met all criteria of NCLB AYP Progress
- Florida Department of Education - School Improvement Cluster initiative
- Florida State Regional Director - fifteen low performing high schools
 - 100% of the critically low-performing schools in the F.A.S.T. improved at least one letter grade after one year of support
- Turnaround Consultant for St. Croix School District in the Virgin Islands
- Turnaround Consultant seven Florida Charter Schools:
 - Lincoln Marti Little Havana went from an "F" to a "B" (155 point increase)
 - Lincoln Marti Hialeah went from a "D" to an "A" (159 point increase)
 - Excelsior Miami Gardens went from a "F" to a "B" (149 point increase)
 - Excelsior Hialeah went from a "C" to a "B" (28 point increase)
 - Theodore Gibson Charter went from an "F" to a "D" (134 point increase)

“Mr. Hernandez has been a champion in the efforts to ensure that all students are afforded the opportunity to learn and reach their full academic potential.”

Debra L. Robinson, M.D., Palm Beach County School Board Member

Cambium and The Vallas Group

Indianapolis Public Schools

Implementation:

Beginning in August 2012, Cambium and the Vallas Group partnered to help 15 Indianapolis public schools with the Vallas turnaround model that focuses on five core areas: - Financial Health and Stability; Student-Focused Administration and Operation; Superior Instructional Improvement Models; World Class Human Resources; and Building Local Capacity, the Vallas Turnaround System imparts change while effectively working with educators, labor, parents and communities.

Other Paul Vallas/Vallas Group Projects

- Chicago Superintendent mid-1990’s:
 - School reform under Vallas national model
 - Six consecutive years of improved reading
 - Five years of improved math scores.
- Philadelphia Superintendent (and many current members of Vallas Group)

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- Test scores improved every year in every subject
- Graduation rates increased at rates that far exceeded state growth
- Percentage of students advanced or proficient in reading and math for all grades increased
- School choice dramatically expanded (opening of the largest number of charter schools in the country)
- Recovery School District New Orleans Superintendent:
 - Raised Combined District Performance Scores more than 20% (double the statewide increase)
 - Decreased the annual dropout rate by 50%
- One of the first superintendents to mandate an extended school day and school year
- Created the nation's first 100% school choice and site selection district

- Government of Haiti (GOH)
 - Lead educational consultant after 2010 earthquake
 - Create a publicly funded education system (first time in its history)
 - 2011 school year, a half million "out of school" children were provided subsidized tuition/seat in a classroom
 - Co-author plan: financial management system, a standardized curriculum and instructional system, human capital pipeline and a facilities authority, and a university partnership office

- Government of Chile (GOC)
 - Turning around and improving test scores in Chile's 1,000 worst performing schools.
 - Supplemented and strengthened the curriculum, improved student assessments (benchmarking), developed a differentiated instruction/intervention system and trained and implemented leadership teams.
 - Trained 100 local school improvement teams to work with 1,100 elementary schools (16,000 teachers and 400,000 students were impacted)



EdisonLearning - Statement of Accountability

Our experience and track record of working in partnership with schools, districts and states to successfully turnaround underperforming schools uniquely positions EdisonLearning to meet the Indiana Department of Education's requirements.

At the heart of our turnaround philosophy is the concept of accountability – not just the accountability of the schools, but also our own accountability to the schools, states and districts with which we partner. As such, we expect to be held responsible for achieving:

- The mutually determined **goals** of the partnership;
- To **increase** student achievement;
- To **develop** onsite capacity to ensure that the systems and individuals are in place for **sustained growth beyond the partnership.**

In addition to these objectives, additional goals will be identified such as increasing student graduation rates, improving student transition from middle school to high school, decreasing the number of students dropping out and the number of negative behavior incidences.

We focus as well on overall improvement in organizational effectiveness through an improved use of data and the implementation of best practices.

EdisonLearning will implement a system of reporting that provides regular updates on monthly progress. These reports are not only effective monitoring tools, but also create collaboration opportunities for all stakeholders to sit together, discuss challenges and successes, reevaluate objectives and activities and ensure that there are shared expectations and coordinated activities.

As we work together with the state to develop this partnership, EdisonLearning is open to additional reporting requirements as mutually agreed to.

EdisonLearning is a leading international educational solutions provider

Our Vision:

- To be the partner of choice globally for championing student success.

Our Mission:

- To create coherent solutions that deliver sustainable improvements in student learning, outstanding schools and centers and great added value for our clients and partners.

We Are Known For:

- Listening to clients needs and responding with creative solutions that are cost effective.
- Building sustainable capacity in our clients through a rigorous change management process.
- Having the expertise, products and models to suit various settings along a continuum from Brick and Mortar to Virtual.
- Ensuring our solutions are informed by a research based Five Strand framework which resonates with educators globally.

EdisonLearning has realigned resources to make our operations more efficient and effective and enable us to operate as one global enterprise - to better serve our partners and the students we are charged to educate. We now provide services under two primary solution offerings:

School Improvement/Turnaround Services

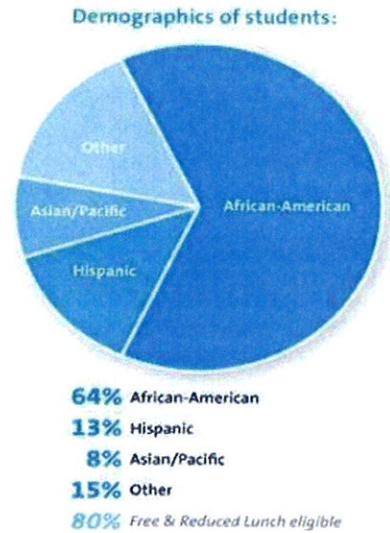
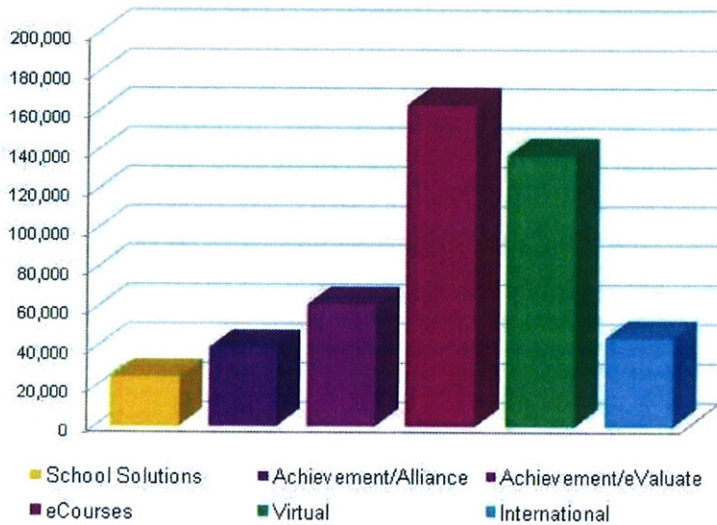
EdisonLearning's legacy of whole school solutions continues to be the foundation of our unmatched experience within the industry. Through our school improvement / turnaround model – EdisonLearning partners with schools and districts to increase student achievement within the framework of both state-level accountability systems and the federal No Child Left Behind Act. Our **Alliance** model is a change management program that brings together proven research-based school design elements, achievement tools and systems (**eValue**, our benchmark assessment system), professional development and a team of dedicated EdisonLearning experts to transform schools.

Virtual and Alternative Education Services

We have leveraged our knowledge and passion to help students achieve and succeed in the ever-changing world in which we live with a strategic expansion into *Virtual and Alternative School Solutions*. In addition to our **eCourses** and full online **Provost Academies**, our **Magic Johnson Bridgescape Program** is EdisonLearning's dropout prevention and recovery program, developed to address the needs of students who have dropped out or are at risk of dropping out and want to earn a standard high school diploma. The program is delivered on a flexible schedule, with blended online and in-person learning to accommodate students' needs and circumstances. The curriculum incorporates individualized instruction plans and counseling to reach graduation, as well as their goals for beyond graduation.

EdisonLearning Statistics – 2012/2013

500,000 students in partnerships served



300+ Total partnerships in 25 States – plus the United Kingdom and Abu Dhabi

93 School Improvement / Turnaround partnerships:

Hawai'i (54 schools)
Virginia (7 schools)
Maryland (1 school)

Colorado (19 schools)
Indiana (3 schools)

Delaware (2 schools)
Nevada (7 schools)

EdisonLearning helps schools achieve lasting gains in performance, using the most extensive portfolio of proven K-12 solutions, including:

- School Turnaround/Improvement Services
- Dropout Prevention and Recovery
- Virtual High Schools
- Online and Blended Learning Programs
- Online Formative Assessment System
- Brick and Mortar Charter Schools
- Extended Education Programs



Alliance Results in Hawaii

Partnership brings Consistent Achievement Gains

EdisonLearning has been partnering with Hawaii schools since 2005, when it was initially assigned to work with seven schools that were consistently falling short of state standards for Math and Reading. These schools were identified by the Hawaii Department of Education as struggling schools that needed help from outside companies for restructuring. Three companies were chosen, one of which was EdisonLearning. Since this time:

- **First year achievement gains for *Alliance* partnership schools were on average 7.5% in reading and 11% in math. Within three years, these schools raised achievement by 22% in reading and 30% in math.**
- **Initially assigned seven schools in 2005, EdisonLearning was awarded 54 schools by the year 2011.**
- **Twenty-one EdisonLearning partnership schools made AYP in 2011-12 school year, up from 14 schools in the 2008-2009 school year.**
- **Students in the “Disadvantaged” subgroup have increased their combined proficiency (reading and math) by 14% during the partnership.**
- **English Language Learners (ELL) students have increased their combined proficiency by 21% during the partnership.**
- **Among all partner providers in Hawaii, EdisonLearning partnership schools continue to have the highest combined achievement results – nearly 60% in the 2011-12 school year, as well as the highest single year combined gain – 4.7%.**

Alliance Results in Chicago

Achievement Gains Exceed District Gains

EdisonLearning's *Alliance* was implemented in four schools from Chicago Public Schools in 2009. 97% of students in these schools are African American students and 90% students receive free & reduced Lunch. Looking at results in these two sub-groups, the *Alliance* partnership has resulted in these achievement highlights:

- **Math gains have been strong. On average, math scores in the African American subgroup rose by 11.6 points versus 8.2 points for Chicago Public Schools. Three of the four *Alliance* schools outperformed CPS schools by almost 75% in two year gains.**
- **Reading scores showed 2 year gains for all schools. In the Free and Reduced Lunch sub-group, two schools outperformed CPS in reading gains by almost double, with points gains of 4.8 and 3.3 vs. 2.1 for CPS.**

Turnaround Success in South Carolina

Historic Gains in Student Achievement

EdisonLearning partnered with four of the schools that needed turnaround support from 2009 to 2012, as determined by the South Carolina Department of Education. The schools use *Alliance*, EdisonLearning's comprehensive K-12 turnaround program designed to improve student achievement and build site capacity to ensure sustained and ongoing improvement. There were 1,350 students in the four schools, **98%** of the students were African American and **97%** were eligible for Free and Reduced lunch. The partnership's outcomes were:

- **Bennettsville Middle School made historic gains in math on the 2011 PASS. The school posted their largest gains in math since the inception of NCLB. For the first time the school met every AYP math objective in every category: all students, African American students, disabled students, and students receiving free or reduced lunch.**
- **Scott's Branch Middle School had been an EdisonLearning *Alliance* school since 2009. In 2010, at the close of its first year of working with EdisonLearning, Scott's Branch Middle School made AYP and was taken off the NCLB corrective action list. The school continued to make gains in 2011 in both English/Language Arts and Math.**
- **The four *Alliance* schools outperformed the comparable turnaround schools by meeting a greater percentage of AYP objectives - 81% of AYP objectives were met by *Alliance* schools vs. 63.5% of objectives met by the other turnaround schools.**

Additional stories of achievement in EdisonLearning partner schools

- **After two years of working with three schools in Richmond, Virginia, math scores have already increased an average of 10 percentage points. Also in Virginia, after one year partnering with Kiptopeke Elementary in Northampton, reading scores are up 10 points; and our first year efforts have earned J.E.B. Stuart Elementary in Petersburg first-time AYP status.**
- **First year partnership school, Elizondo Elementary School in Las Vegas, achieved major gains in third, fourth, and fifth grade reading and math – leading the Clark County School Board to approve a two-year contract renewal for us to assist seven schools and to provide our eEvaluate Benchmark Assessments throughout the District.**
- **Roosevelt-Edison Charter School in Colorado Springs continued to shine as achievement surged upward for all students, including the high population of ELL students, as evidenced in a 13 point increase in 3rd grade state assessment scores.**
- **EdisonLearning had been partnering with two Indiana schools — Jeremiah Gray-Edison and Rosa Parks-Edison Elementary Schools in Perry Township. Both schools have outperformed schools in the District of Perry Township and the State of Indiana by more than double over the length of the partnership.**
- **In Baltimore, EdisonLearning took 3 of the poorest performing schools in the city – one actually ranked last – and after two years had more than doubled student achievement in both reading and math, with all three schools making AYP.**
- **And in York, Pennsylvania, Helen Thackston Middle School outscored all other middle schools in the area, and Lincoln Charter School continues to be a model that other charters are gauged against.**

Our Work in Indiana:

- EdisonLearning has been partnering with two Indiana schools since 2003 - Jeremiah Gray-Edison and Rosa Parks-Edison Elementary Schools in Perry Township. Both schools have outperformed schools in the District of Perry Township and the State of Indiana by more than double over the length of the partnership.
- One of our more prominent partnerships for 2012 is at Theodore Roosevelt College and Career Academy in Gary, Indiana. EdisonLearning throughout its history has worked in the most challenging urban schools and districts in the country, and the organization is pleased to part of a new beginning for Theodore Roosevelt, and more importantly – a new educational journey for the 750+ students enrolled, and for those Gary students who will come in the future.

Virtual and Alternative Education Solutions

While EdisonLearning's legacy of whole school solutions continues to be the foundation of our unmatched experience within the industry – we have not rested on our laurels. Instead, we have leveraged our knowledge and passion to help students achieve and succeed in the ever-changing world in which we live with a strategic expansion into *Virtual and Alternative School Solutions* – and we are already seeing the positive results.

- In June, more than 240 high school students received their diplomas from our Virtual and Alternative schools – schools that did not even exist three years ago. Nothing we do as an organization is as important as opening new doors for young people that will lead to future academic pursuits and successful careers.
- This year, Provost Academy Georgia joins with Provost Academy South Carolina and Provost Academy Colorado to bring high school students the most innovative and flexible online educational experience offered anywhere in the United States. Unlike any other online high school – Provost Academy Georgia features *Magic Johnson Bridgescape Centers* to benefit students that need additional attention.
- In addition to the 10 current *Magic Johnson Bridgescape Academies* in Ohio, this fall there will be new Academies in Warren County, North Carolina; Bridgeton, New Jersey; Riverview Gardens, Missouri; and in Harrisburg, Pennsylvania – through our longtime partnership with the Capital Area Intermediate Unit.

Since EdisonLearning announced that we were taking on a significant challenge facing education in this country today – that nearly one in three U.S. high school students fail to graduate with a diploma – we have committed the organization to accelerating its efforts to provide an effective and personalized program for those students who want to graduate from high school. In the 2012-2013 school year, nearly 3,500 students will attend one of our *Virtual or Alternative School Solutions*, and another 300,000 students will be educated with the help of our *eCourses*.

International Results

- In the United Kingdom, EdisonLearning's partnership school Kingsthorpe Community College was named as one of 100 Most Improved Secondary Schools. And in Abu Dhabi, recent results from this year's Grade 12 examinations showed all Taaleem-EdisonLearning Partner Schools made an improvement on last year's results. The number of students gaining the minimum level required for direct entry to University more than doubled for all schools.
- *EducationInvestor*, the leading business magazine for the education industry in the United Kingdom, named EdisonLearning a finalist for the 2012 EducationInvestor Awards in three categories - "School Improvement Service of the Year", "Product Supplier of the Year", and the Abu Dhabi-based Taaleem-EdisonLearning partnership has been nominated for the "Exporting Excellence Award".