

May 17, 2013

State Board of Education  
Indiana Department of Education  
151 West Ohio Street  
Indianapolis, IN 46204

Dear Board Members:

Voyager is pleased to submit this monthly report regarding the successful partnership between Voyager and John Marshall Community High School (JMCHS).

In this report you will find a summary of key activities guiding the JMCHS and Voyager teams. We are pleased to share that JMCHS is on track to meet the contracted state goals in regard to graduation, percentage of 10<sup>th</sup>-grade students passing both ECA exams, and percentage of middle school students passing both ISTEP+ exams.

Voyager and JMCHS Administrators and staff have worked diligently to provide students with the skills needed for the critical spring assessments. Some of the work in this area includes one-to-one tutoring sessions focusing on critical standards, creating 10-day testing plans for classrooms, and providing student incentives for attendance.

Data was the focus of the semester. Attention to the graduation cohorts and ensuring credits were tracked was a specific area of need. JMCHS counselors now have a system in place to track this critical information. In addition a toolbox was created for all JMCHS and Voyager stakeholders to share and use data. Data was also the catalyst behind the instruction provided by interventionists and Voyager consultants.

The continued execution, institutionalization and improvement of systems and protocols established by Voyager during this past year will be critical to Marshall maintaining and exceeding this year's performance gains. Voyager work behind the scenes, including the ongoing monitoring, analysis of, and response to graduation and achievement data, contributed significantly to the success of the school. While improved processes are understood and independently executed to some degree, continued practice and monitoring is essential for these instructional practices to become automatic behaviors intrinsic to the school's overall culture.

We are excited to share this month's successes resulting from the Voyager/JMCHS partnership and are hopeful that the partnership will continue during the 2013-2014 school year. Voyager has been notified by the district that it does not have funding to support continuation of the Voyager/JMCHS partnership.

Sincerely,

Judy Zimny, Ed.D.  
Vice President  
Voyager Education Services



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To date, 697 days of support have been provided to JMCHS by the Voyager Team. The goals set in place by IDOE have been the driving force of the school improvement efforts.

## **Second Semester Highlight of Key Activities**

*Safety, Discipline and Student Engagement* were areas that needed attention at the start of the school year and remain a focus for JMCHS. The importance of a strong support system is critical for the students at this school.

*Student Incentives* – Student incentives were played a major role in increasing the testing participation rate. Assemblies, games, the distribution of JMCHS sweatshirts, and the distribution of Pacers® gear was a highlight for middle school students this semester. A ticket system was used to track who received incentives. Tickets were earned for attendance, attention to testing, and behavior.

*Student Assistant Team (SAT)* – the SAT team continued to work to identify students’ social-emotional needs and create action plans to address their success in school.

*Data-* data was a driving factor at JMCHS this semester. The district monster roster had been the primary source of data information, reflecting Acuity, benchmark, ISTEP, and ECA data. This semester, Voyager helped JMCHS stakeholders analyze the data further and identified individual information for each student including credits, attendance, mastery of standards, etc. Data Talks were held with students in SUCCESS and also social workers, counselors, and others, identified students to support prior to important testing dates.

*Graduation Committee* – A committee was organized to track students’ course credits, ECA passing rates, and portfolio completion.

*Discipline Procedures* - JMCHS still struggles with finding the right balance and this area remains a critical area for JMCHS.

*The Quality of Instruction and Instructional Decision Making* was also identified as a need at JMCHS for the year. A variety of initiatives were started to address the needs of the teachers and students.

*Cohort Data-* an intense focus on cohort data was analyzed. Using grades, credits and mastery of standards teachers gained a clearer understanding of the requirements of students to graduate. In addition, counselors also gained insight ways to track student success and critical need areas. At this time, Voyager is responsible for the maintenance and monitoring of the data as the JMCHS begin to understand where and how to collect information and store it.

*Instructional Data* - instructional data became the focus for all work at JMCHS. Teachers used data to guide instructional decisions, interventionists used data to build schedules



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and individual work sessions with students, and PLC's were created to help foster an understanding of how to build classroom support for success.

*Pacing Guides for ELA and Math classrooms* – Using Acuity and Benchmark data, Voyager created pacing guides for SUCCESS and Lab classrooms using Finish Line and Acuity materials. These guides helped strengthen the framework of the classrooms to address critical standards of instruction.

*Individualized Instruction* – JMCHS interventions and Voyager consultants used the data to identify individual strengths and weaknesses of each student. Schedules were created and students were able to receive at least 2 sessions of individual attention each week to address their needs.

**Teachers and Classrooms** also were a focus at JMCHS. While the Voyager Team provided support in the classrooms, teachers were also provided opportunities to learn more about their trade.

*Side-by-Side support* – The Voyager team focused on specific classrooms and the ECA Labs and Reading classes. Side-by-side support and instructional coaching was provided to help increase the instructional rigor, maintain classroom management, and support routines.



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## End of Year Projected Results

Semester Two results hinge on the return of Spring ISTEP and ECA data, along with final graduation data. While this data is not available, projections are positive and Voyager anticipated meeting all goals included within our contract with the IDOE.

May 2013 Goals	Projected Results
<p>Maintain a minimum of a 70% graduation rate with no more than 15% of students requiring graduation waivers.</p>	<ul style="list-style-type: none"> <li>- 87 of 124 2013 Seniors need to graduate for a 70% graduation rate.</li> <li>- 74 of these 87 Seniors need to pass both ECA's to meet the "decreased waivers" goal.</li> <li>- 59 of these 74 students (80%) had passed both ECA exams by January 2013.</li> <li>- 15 more students need to pass both ECA exams to meet the "decreased waivers" goal.</li> <li>- 35 of the 124 had passed one of the ECA exams as of January 2013. 27 of these 35 are on track for credits.</li> <li>- 13 students on track for credits need to pass both exams in order to graduate.</li> </ul>
<p>Ensure a minimum of 41% of 10<sup>th</sup> grade cohort passes both English 10 and Algebra 1 ECA exams.</p>	<ul style="list-style-type: none"> <li>- The December passing rate for Algebra was 42% compared with last May's 33%.</li> <li>- The December passing rate for English was 41% compared with last May's 38%.</li> <li>- Students will have the opportunity to test beginning May 21, 2013.</li> </ul>
<p>Ensure a minimum of 35% of Middle School students pass both English and Math ISTEP+.</p>	<ul style="list-style-type: none"> <li>- 38% of testers showed high-growth in ELA based on December results</li> <li>- 37% of testers showed high-growth in Math based on December results</li> <li>- 95.7% participation</li> </ul>



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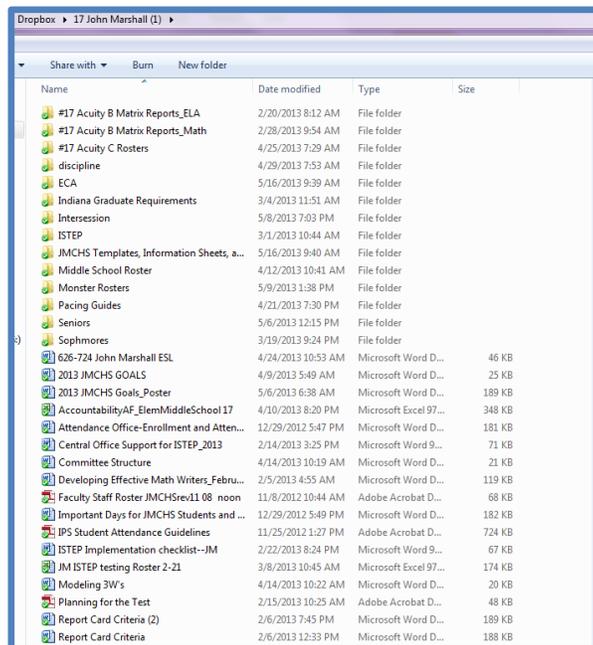
## Benefits of the Voyager/JMCHS Partnership

The Voyager team is committed to building local capacity and understanding the importance of institutionalizing research-based solutions that consider the needs of the students. Lasting and meaningful school change is dependent upon improvement across multiple, and highly integrated subsystems within the school and across the district. This includes job embedded training and support to help teachers and administrators move into their practice the proven instructional and leadership strategies.

Voyager knows that instructional solutions do not come from programs alone, and achieving implementation fidelity is a multifaceted and continuous process that is not accomplished in a day or a week through a discrete training program. Because of these factors, we offer a comprehensive implementation approach, the kind of approach that is critical for schools, such as JMCHS that are aspiring to substantially raise student achievement levels.

### Data

While at JMCHS this year, Voyager established ongoing monitoring protocols and procedures, to verify successful actions toward goals. The data was used to evaluate and identify root causes, resources, and actions when toward success. The maintenance of the data requires constant re-evaluation and adjustment. Voyager provided the resources to JMCHS to build a strong data system for credits, graduation, state assessment data, benchmark data, and mastery of standards. Using Dropbox® as the platform, a toolbox of data resources were built and shared with leaders, teachers, counselors, and social-workers. This toolbox became a resource shared by all stakeholders in the school and was accessed continuously in response to student needs.



Examples of some of the documents include the list of students in need of portfolios, specific standards students missed on Acuity assessments, and rosters with student historical data.

### **Looking ahead to 2013-2014**

Voyager is completing its support at JMCHS this month. It is critical to continue the Voyager/JMCHS partnership in 2013-14. The continuation will provide continuity and build upon the foundation put in place during 2012-2013. Relationships have been built with teachers and principals as part of this foundation. Academic gains have been made as a result of the newly established structures, protocols and procedures. Long term student success is inevitable with a partner that has helped build the foundation.

The district has notified Voyager that it does not have the necessary funding to support the Voyager / JMCHS partnership in 2013-2014.



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