

**John Marshall Community High School  
Indianapolis Public Schools**

*Submitted April 15, 2013, to the Indiana State Board of Education  
by Voyager Learning for the May 2013 Indiana Board of Education Meeting*

**Quantitative Interim Outcomes**

**JMCHS**

**2013 Graduation Cohort: 70% Graduation Rate with only 15% Waivers**

- 87 of 124 2013 Seniors need to graduate for a 70% graduation rate.
- 74 of these 87 Seniors need to pass both ECA's to meet the "decreased waivers" goal.
- 59 of these 74 students (80%) had passed both ECA exams by January 2013.
- 15 more students need to pass both ECA exams to meet the "decreased waivers" goal.
- 35 of the 124 had passed one of the ECA exams as of January 2013.

**10<sup>th</sup> Grade End of Course Assessments (ECA), Algebra and English 10**

- The December passing rate for Algebra was 42% compared with last May's 33%.
- The December passing rate for English was 41% compared with last May's 38%.
- Students will have the opportunity to test beginning May 21, 2013.

**JMCHS Middle School**

**Acuity C: 100 / 50 / 25 / 60%**

Approximately 175 students need to pass ISTEP+ Math, and ISTEP+ ELA, in order to achieve a 60% passing rate (up from 30% ELA and 44% Math in 2012). As of the February Acuity C Predictive Assessment, approximately 100 students were predicted to pass ISTEP, another 50 students were within three items of passing, and 25 students needed four or more items to pass.

**JMCHS Elementary Schools**

The February Acuity C Predictive Assessment predicts an increase in the percentage of elementary schools expected to have 60% or more students pass the 2013 ISTEP+ as compared with 2012 ISTEP+ achievement data. In ELA, the numbers of schools predicted to have 60% or more students pass ISTEP+ increased by 66% (from three to five schools). In Math, the number of schools predicted to have 60% or more students pass ISTEP+ increased by 33% (from six to eight schools).

For more detail and information regarding specific strategies, strengths and challenges please see the body of this report.



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## The Superintendent's Cluster of Schools

Previous IPS Superintendent, Dr. Gene White, created a comprehensive support plan for JMCHS that included comprehensive, job-embedded professional development and intervention products for JMCHS and 14 of the elementary schools in its feeder pattern. Voyager consultants have provided weekly support services at all schools since September 2012, with the exception of School 103 which chose an alternate path during 2<sup>nd</sup> semester.

The context within which Voyager, the district and the schools approached this work is important. Early in the process we collaboratively agreed that a highly integrated approach, maximizing and honoring each entity's strengths, would most benefit the schools. Rather than duplicate or supplant each other's strengths, all three groups have worked diligently to complement each other. All three groups have assumed responsibility for attaining the goals, shared resources, and maintained an ultimate focus on building local capacity as much as possible. In light of that, communication and planning across the district, school and Voyager has become increasingly effective as understanding and trust have increased, with the potential to become a 1+1+1=4 type scenario.

Interim quantitative results are encouraging as outlined on the first page. Following is a synthesis of the kinds of work that has taken place behind the scenes and in the schools.

### John Marshall Community High School and Middle School

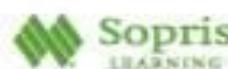
#### Emerging Strengths

##### Data and Instruction

Using student performance data to monitor student learning and plan instruction is becoming more of a norm. Collectively ELA and Math teachers demonstrate a better understanding of what it is students must know and students' individual level of mastery toward these goals. Instruction is gradually becoming more targeted during Intersession, After School, Success Period, and Lab classes according to students' most recent performance data. ELA and Math teachers understand the district's Monster Roster and appear significantly more comfortable in working with this information. ELA and Math teachers are also demonstrating a better understanding of the need to drill down and analyze students' achievement data so instructional time is spent on the highest impact areas. Teachers across the content areas have demonstrated a willingness to help students with skills required in ELA and Math, although more instructional support would increase their effectiveness.

Improvement opportunities include:

- strengthening the master schedule to better reflect and respond to students' needs (including common planning and the distribution and assignment of students)
- uploading approved schedule changes within 48 hours;



- increased teacher use of Acuity resources and tools;
- transitioning to use of the Common Core State Standards (CCSS)
- weekly updates to student data to ensure accuracy; and,
- ongoing professional development embedded within collaborative instructional planning to continually improve the quality of core instruction.

### **Data Chats with Students**

Data chats with students have been scheduled as a part of SUCCESS classes. These continue to need leadership support with scheduling and scripting, however, a foundation and the expectation has been established. Both students and personnel are increasingly aware of graduation requirements and students' progress toward these.

The primary improvement opportunity is to proactively schedule these by topic as part of the overall 2013-2014 school calendar.

### **Professional Development**

Professional development includes structured, weekly learning opportunities through "PLC's" (Professional Learning Communities) during teachers' planning periods and mini- professional development sessions embedded within bi-weekly faculty meetings. PLC's have been facilitated by administrators, teacher leaders and Voyager consultants. Professional development has also included weekly, ongoing job-embedded support and coaching by Voyager consultants to provide "just-in-time" learning aligned with the school's calendar and ongoing needs.

Examples of professional development sessions include Student Assistance Team Protocols and Strategies presented by Dr. Howard Knoff, Understanding Your Students' Data, and Differentiating and Engaging Instruction.

The primary improvement opportunity is to proactively schedule and communicate a year-long, differentiated calendar of professional development opportunities which include

- more comprehensive onboarding and support for new teachers,
- regular, collaborative planning, and,
- regular reviews of student work

as part of that calendar.

### **Communication Infrastructure**

Principal Charles Gray has continued the weekly Principals' Update that was completed by Voyager consultants during the 1<sup>st</sup> semester. The school wide calendar of events initiated in October continues to be used by some staff; however, more conscientious use by all staff is needed.



Electronic templates of staff rosters, building maps, and signs exist but need to be continually updated and refreshed by designated employees. Faculty meetings are being planned in advance and held regularly.

### **Discipline / Climate**

Several procedural improvements have been made. Teachers and administrators are now using a discipline referral form which is helping with overall communication and documentation. Furthermore, these referrals now go directly to a designated Discipline Dean. Technology (Plasco) is being used to track student tardies which has improved documentation in this area.

Improvement opportunities continue in the areas of classroom management, follow-through with administrative consequences, and nurturing a calm climate of respect, prevention, and problem solving with faculty and students. The Discipline Committee needs support to meet regularly and effectively impact building practices. A tighter system of accountability is needed to drive more rapid and consistent responses to discipline related needs expressed via school walkie-talkies. The structure established for monitoring the hallways during passing periods must be upheld and monitored. Student movement, especially at the middle school level, needs to be minimized and more structured.

Templates have been established to recognize students for being on the honor roll and perfect attendance each grading period. Assigned staff members need to independently update this information within 3 days of report cards being issued.

Comprehensive documentation and responses to discipline data need improvement. The number of absences due to out-of-school suspensions is high and negatively impacts student learning.

Discipline and school climate continue to be a concern. Several improvements have been attempted without lasting success (with the exception of the above mentioned procedural changes). Starting April 11, Voyager brought in a consultant from a different project to provide more sustained and focused support, three days per week, in the area of discipline, for at least the next two to three weeks.

### **Preparing Students and Staff for High Stakes Exams**

JMCHS teacher leaders and administrators have demonstrated the ability to use and apply the test preparation and organization templates established by Voyager during the fall for the ongoing administration of high-stakes exams.



## **Student Assistance Team / Tier 2 and 3 Behavioral Support**

Dr. Howard Knoff, Project ACHIEVE, formally established a Student Assistance Team (SAT) in December 2012. He worked directly with this team onsite for a week during Jan., Feb. and March. Dr. Knoff also provided virtual support between his on-site visits. Student Assistance Team members have learned protocols and procedures for conducting cumulative record reviews and data-based problem solving. The Lead Counselor and a Social Worker continue to facilitate SAT meetings weekly.

## **Dual Credit**

Arrangements made with a local college during the 2<sup>nd</sup> semester have allowed approximately 15 students to participate in a dual credit course on a college campus.

Additional opportunities, including online, need to be explored for next year's master schedule.

## **Extra-Curricular Activities**

Extra-curricular activities continue to increase. The school's first yearbook will be published this year. Three new clubs are Chess Club, Book Club and Robotics. Track, golf and wrestling have been added to the athletic program.

## **Leadership**

The roles and responsibilities of the co-principals are better defined and Voyager has provided additional leadership support to ensure that both principals receive regular concrete assistance

Bi-weekly faculty meetings continue to improve, frequently including well-organized, relevant agendas, celebrations, interaction and some type of refreshments. School goals are often discussed or reinforced. Teacher leaders often provide professional development as a part of an overall faculty meeting.

Administrators are conscientiously transitioning from same-day planning to planning one to two weeks in advance. The quality of instruction and improved student behavior reflected administrators' proactive, early and collaborative planning for this event. Proactive, early and comprehensive planning continues to be needed but progress has been made.

Co-principals' conversations reflect their increased awareness of what behaviors they want to change. Like all learners, they need time to practice and internalize new behaviors. For example, I have heard administrators say, "I got caught up in the urgent...." (referencing our conversations



about the “urgent” versus the “important” in time management). Another example would be administrators saying, “I have delegated this out.....but now I don’t know enough about what is happening....” acknowledging both the need to delegate and the challenge of staying on top of it.

Weekly Principals’ Updates include accolades for specific behaviors exhibited by staff and relevant reminders or conversation about instruction.

Co-principals have been supportive of and have participated in Voyager consultants’ laser-like focus on school goals.

Improvement is needed in facilitating regular and meaningful work sessions with the Instructional Leadership Team. Further establishing a culture of clarity and accountability also needs additional work, including overall roles and responsibilities.

### **Attendance Monitoring and Follow-Through**

A Student Attendance Committee does meet regularly and does respond to some student attendance concerns. A system for more quickly and effectively addressing student attendance issues is needed. The data base needs to be regularly and carefully updated for students who have moved or should no longer be on the JMCHS roster. Approximately 28% of the 265 162-day Middle School students have missed 15 or more days of school due to some combination of absences and suspensions.

A highly visible system of checks and balances must be put into place to ensure that faculty, substitutes and clerical staff members are correctly recording student attendance data.



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Elementary Schools: Progress Made 162-Day Students

	ELA			Math	
	ISTEP 2012	Acuity C Predictive Feb. 2013		ISTEP 2012	Acuity C Predictive Feb. 2013
Washington Irving School 14	65.3%	57.71%		60.4%	59.82%
Thomas D. Gregg School 15	52.1%	56.18%		58.1%	69.29%
Louis B Russell School 48	58.5%	62.58%		57.9%	62.58%
James Russell Lowell School 51	50.4%	52.02%		48.8%	52.83%
Brookside School 54	59.4%	66.03%		62.1%	78.24%
Eliza A. Blaker School 55	61.3%	53.62%		61.3%	56.52%
Ralph Waldo Emerson School 58	63.2%	51.12%		64.6%	57.14%
Joyce Kilmer School 69	33.5%	46.35%		31.4%	57.56%
Floro Torrence School 83	57.1%	71.05%		62.8%	78.29%
Anna Brochhausen School 88	50.4%	54.33%		57.7%	70.08%
George H. Fisher School 93	46.2%	41.14%		47.0%	59.49%
George Buck School 94	59.9%	62.24%		66.5%	72.96%
Francis Scott Key School 103 - Discontinued	48.8%	45.28%		52.9%	38.64%
Charles Warren Fairbanks School 105	48.8%	74.21%		56.1%	78.00%
	May 2012	Feb. 2013		May 2012	Feb. 2013
59.5% or more passing or on target to pass ISTEP+	3	5		6	8
55 – 59.49% passing or on target to pass ISTEP+	4	2		4	4
Less than 55% passing or on target to pass ISTEP+	6	6		3	1



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The elementary schools feeding into JMCHS have received one to three days of Voyager consultant support depending upon the school's size and overall needs. Voyager consultants and district instructional coaches have planned together on Friday mornings to maximize their combined impact on the Superintendent's Cluster of Schools. Voyager elementary consultants have supported the implementation of intervention products, provided leadership in analyzing and explaining school wide student achievement data, and assisted with resources or strategies to address targeted student needs.

Progress made from October through February is reflected in the growth in the number of "green" schools on the previous table.

The Voyager Elementary Lead has also taught the district's instructional coaches how to analyze, organize and present the data for non-Voyager schools.

### **Next Steps**

In less than seven months' time, significant traction has been quantifiably demonstrated across the Superintendent's Cluster of Schools. We do not believe this is the result of Voyager alone, however, we do believe it is at least partially the result of Voyager's sustained focus and facilitation of collaborative work sessions.

To maximize the existing financial, professional and personal investments, the following steps are recommended to continue the forward momentum.

- Identify funding to continue to support at JMCHS and other schools identified by the district;
- Planning and professional development must take place this spring and summer. This was the primary feedback Voyager consultants received from schools in discussions about how to improve services this upcoming year.