

Scholastic Achievement Partners Update

February 5, 2012

Tracking Document Overview

Student Attendance and Discipline

- The first table measures the student attendance rate, which is currently at 97.42% an increase of .25% over December rates.
- The second table tracks the number and type of discipline incidents by grade level. From December 1, 2012 -January 17, 2013, there had been 56 incidents at BRMHS. The discipline percentage in grade 6 dropped from 16% from 33% to 17%. There were slight increases in other grade levels.

Leading Indicators

- The first table lists the baselines and targets for SAP's Key Performance Indicators. This table will be updated throughout the year as testing and attendance data is gathered. At this time the data indicates growth toward targets, with two areas slightly above the end of year target.
- The second table lists the baselines and SAP's end of the year goals for BRMHS in the area of academic achievement. Currently this data is indicating an increase in each of the listed Achievement Indicators.

Initiative Specific Indicators

- This table breaks down each of SAP's Focus Areas; outlining the Key Performance Indicators, baseline measures and targets.
- The data for teacher strategy usage for January 2013 is still being collected and will show on the next data update in February.
- This data is current as of January 17, 2013 and shows growth/progress toward benchmarks.

Staff Culture

- In the next two weeks, teachers will fill out their monthly survey regarding the professional development services and supports they are receiving from SAP.

- This data will be analyzed for the next IDOE meeting.

Initiative Specific Indicators

Instructional Priorities	Key Performance Indicators	Baseline	Target	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Focus Area 1a: Improve instruction through implementing high impact literacy strategies	Achieve 100% participation rate in all in-person professional learning activities	100%	100%	100%	100%	100%	100%	100%	x
	Achieve 1.0 increase on average on teacher proficiency of implementing targeted instructional strategies (on 4 point scale)	1.0 Increase	1.0 Increase	Initial Observation: 1.4 on a 4 point scale (will track growth beginning in January)				X	
	Achieve 25+ point increase on average in pre to post test score for online professional learning (this is on a 100-point scale and is the magnitude of increase achieved in BRMHS in Spring 2012, which was correlated with strong student achievement gains)	50% Correct on Pre-Test	Increase of 25 points	52.5% average score on pre-test			76%	N/A	
Focus Area 1b: Improve instruction through implementing high impact math strategies	Achieve 100% participation rate in all in-person professional learning activities	100%	100%	100% Participation	100%	100%	100%	100%	x
	Achieve 1.0 point increase on average on teacher proficiency of implementing targeted instructional strategies (using agreed upon rubric on a 4.0 point scale)	1.0 Increase	1.0 Increase	Initial Observation: 1.1 on a 4 point scale (will track growth beginning in January)				X	
Focus Area 2a: Continue to improve instruction by expanding successful academic interventions for students.	Achieve 15 minutes of average software usage per student per day (this number represents the average daily time a student spends on instructional software and is the target amount of time that students should be on software in the READ 180 blended learning model)	15 minutes per student per day	15 minutes per student per day	14 minutes per day	15 minutes	16 minutes per day	16 minutes per day	16 minutes per day	x

Scholastic January 2013

	Achieve 85% of students who grow Lexile level 50 points or greater	85% of students will grow 50 lexile points or greater	85% of students will grow 50 lexile points or greater	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report	67% are on target to make 50 or more Lexiles of growth at mid year benchmark.	
	Achieve "proficient" levels of implementation fidelity for all teachers participating in project as measured by the Scholastic Implementation Fidelity Reporting System for READ 180 (IFRS)	Achieve 'Proficient' levels of implementation in all Read 180 classrooms	Achieve 'Proficient' levels of implementation in all Read 180 classrooms	80% proficient					
	Achieve 5%+ increases on ISTEP+ ELA and English 10 ECA	Import released data from IDOE	5% Increase ECA and ELA	Data will be gathered at the end of the year	Data will be gathered at the end of the year	Data will be gathered at the end of the year	Data will be gathered at the end of the year	Data will be gathered at the end of the year	
	Instructional Leadership Team to set goals using ISTEP+ goals by subgroup	Set targets during leadership retreat	Develop spreadsheet with all subgroup data and develop targets	ILT Members discussion on set goals using ISTEP+ by sub-group initiated			Using Data to Plan Success		
Focus Area 2b: Improve instruction by introducing academic interventions in math	Achieve 85% of students who grow Quantile level 50 points or greater	85% of students will grow 50 lexile points or greater	85% of students will grow 50 lexile points or greater	To be collected at the end of the year with one mid-year report				67% are on target to make 50 or more Lexiles of growth at mid year benchmark.	
	Achieve "proficient" levels of implementation fidelity for all teachers participating in project	Achieve 'Proficient' levels of implementation	Achieve 'Proficient' levels of implementation	Implementation to begin in October			"Proficient"	"Proficient"	x
	Achieve 5%+ increases on ISTEP+ Math and Algebra ECA	Import released data from IDOE	5% Increase ECA and ELA	Data will be gathered at the end of the year					
Focus Area 3: Continue to build leadership instructional capacity to support effective	Achieve 100% completion of all individualized growth plans for teacher-leaders	All ILT members to have leadership growth plans (LGP)	100% of ILT members will have developed and implemented LGP.	100% of ILT members had general discussion about LGP and will start developing plan in October	In Progress	In Progress	In Progress	In Progress	

Scholastic January 2013

instruction and student learning	Each teacher-leader facilitates (3) PLCs over the course of the year	Facilitate 3 PLCs	Each ILT member will facilitate all PLCs by end of year	ILT Members will begin facilitating PLCs in October 29	Facilitated first PLC	In Progress	On-going	100%	x
	Administer feedback rubric to ensure high quality facilitation of PLCs	Scholastic to develop rubric for administration	100% of teachers approval of ILT members facilitating PLC	First administration in November		In Progress	In Progress	In Progress	x
	Using data, set targets by subgroup for end of year testing	Set targets during leadership retreat	Develop spreadsheet with all subgroup data and develop targets	ILT Members discussion on set goals using ISTEP+ by sub-group initiated'	On-going	On-going	On-going	On-going	
Focus Area 4: Continue to empower and develop the community to support school goals	Community Outreach plan created	One event per month	One event per month	Parents in Touch September 19th	Literacy Workshop for Parents: October 23	Open House for Parents: November 16th	Student Performances		x
	All milestones reached	One event per month	One event per month	100%		Complete			x
	Average +10% improvement on key indicators from WE Support Survey	10% increase	10% plus increase	Administration of 'We Support Surveys' scheduled for November at Parent Open House Event		Administered Culture Surveys			
	Allow the Instructional Leadership Team to set dates and goals for parent involvement	Develop plan for parent involvement for entire year	Follow Parent Outreach Schedule: ILT members to be directly involved	Parents in Touch September 19th - Total face to face conferences= 694 - Total telephone conferences= 52	Literacy Workshop for Parents: October 23	Open House for Parents: November 16th	Student Performances	x	x

Wireless Generation Monthly Performance Metrics

January 21, 2013

Data will be reported at each SBOE Meeting. An average of each sub-priority is reported for the overview and each sub-priority is reported on the Monthly Performance Metrics spreadsheet.

For monthly priority metrics: green = exceeded, met, or within four points of the goal; yellow = within five to nine points of the goal; red = ten or more points from the goal.

Tracking Document Overview	
Overarching Goals	<ul style="list-style-type: none"> Monthly Performance Metrics document will list progress towards year-end goals for the ECA, ISTEP+ and Graduation Rate.
Priority 1: Increase Student Engagement and Rigor	<ul style="list-style-type: none"> There has been steady growth in the area of questioning and providing feedback since September. About 70% of teachers demonstrate these behaviors in the classroom.
Priority 2: Build Teacher Capacity to Work with ENL Students	<ul style="list-style-type: none"> As of mid-January, 68% of teachers use strategies to support ENL students in their classrooms. The ENL teachers identify semester two students in need of support by using LAS Links scores.
Priority 3: Implement RTI Program	<ul style="list-style-type: none"> 85% of success period instructors are using data informed materials provided by the Student Support Team to serve students in Tiers 2 and 3. Monthly Rtl team meetings occur and continue to address the needs of the students in Tiers 1, 2, and 3.
Priority 4: Improve Reading and Writing Across All Content Areas in All Grades	<ul style="list-style-type: none"> As of mid-January, cross-content ELA support is still evident in 68% and occurs in many non-ELA classrooms. This will be addressed through coaching and PLCs.
Priority 5: Support Leaders in Managing School Change	<ul style="list-style-type: none"> There is still improvement needed in the areas of observations and school vision. As of the end of the first semester, 60% of administrators completed observations and feedback conversations for long and short observations. The leadership team also struggles to articulate a shared vision for the school. When asked, 60% of the administrators communicate the same vision. This will be addressed through coaching and PLCs.

Wireless Generation/George Washington High School Monthly Performance Metrics

Performance Metrics Key:

Green = Exceeded, met, or within four points of the goal.

Yellow = Within five to nine points of the goal

Red = Ten or more points from the goal

Overall School Goals

	EOY Goal	2012				2013					
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ECA Alg 1	55%	n/a	n/a	Benchmarks 58.3%	n/a	ECA 36.4% Benchmarks 56%					
ECA English 10	55%	n/a	n/a	Benchmarks 68.9%	n/a	ECA 33.7% Benchmarks 16.5%					
ISTEP E/LA 7	40%	n/a	n/a	Acuity 46%	n/a	n/a					
ISTEP Math 7	60%	n/a	n/a	Acuity 51%	n/a	n/a					
ISTEP E/LA 8	45%	n/a	n/a	Acuity 31%	n/a	n/a					
ISTEP Math 8	75%	n/a	n/a	Acuity 41%	n/a	n/a					
Projected Graduation Rate	70%	n/a	n/a	to be reported at end of semester	awaiting ECA results	80%					

Comments:	Jan. - graduate rate excludes four certificate students
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Progress Update -- January 2013

Document Overview	
TNTP Goals Summary	<ul style="list-style-type: none"> Provides an overview of TNTP's current progress towards meeting year-end goals; as of January 21, 2013, TNTP is currently on-track towards meeting all goals
Norming	<ul style="list-style-type: none"> Outlines regular benchmarks for administrators' progress towards meeting TNTP's guidelines for citing low-inference evidence and aligning observed evidence to the appropriate RISE competencies; by developing these skill sets, school-based evaluators will deliver more accurate, meaningful ratings to teachers 100% of administrators who receive support from TNTP are consistently meeting guidelines for citing low-inference evidence 89% of administrators who receive support from TNTP are consistently aligning the evidence they cite during classroom observations to the appropriate competency on IPS' RISE tool
Quality of Feedback to Teachers	<ul style="list-style-type: none"> TNTP collects teacher feedback as one way to assess changes in the instructional culture at both Broad Ripple Magnet High School and George Washington Community High School; this section outlines several benchmarks that are based on teacher responses to specific questions from TNTP's Instructional Culture Survey Currently, 67% of administrators who receive support are consistently meeting TNTP's guidelines for delivering clear, actionable next steps; we remain confident that we will meet the goal of 90% meeting guidelines by April 2013
School Instructional Culture	<ul style="list-style-type: none"> TNTP's Instructional Culture Insight survey has been shown to have a strong correlation to student achievement in reading and math scores; this tab outlines benchmarks tied to specific questions from that survey We are currently administering the full, mid-year Instructional Culture Insight survey at both schools and will be able to share final results by the end of February
TNTP Quality of Service	<ul style="list-style-type: none"> 100% of administrators surveyed at Broad Ripple and George Washington "agreed" or "strongly agreed" that TNTP's services have improved their ability to evaluate and provide feedback to teachers

TNTP January 2013

Type	Goal	Target	Goal Date	Goal Status	Notes
Norming	100% of administrators who receive support from TNTP will meet guidelines for citing and documenting low-inference evidence in alignment with the IPS RISE observation tool by December 2012	100%	2012 DEC	MET	All those participating in team norming sessions and trainings met TNTP's guidelines for low-inference evidence collection.
	90% of administrators who receive support from TNTP will align their observed evidence to the appropriate RISE competencies during team norming sessions by January 2013	89%	2013 JAN	On-Track	8 of 9 administrators who are currently receiving supports from TNTP are meeting expectations in this area. We are focused on moving the remaining administrator to being proficient in this skill by the end of the month.
Quality Feedback	85% of focus area teachers at both schools will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: <i>"Receiving feedback has helped me improve my instruction."</i>	85%	2013 MAY	On-Track	Baseline data was collected and shared with the leadership teams at both schools; the full mid-year Instructional Culture Survey is currently being administered at both schools.
	90% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps for focus area teachers by April 2013	90%	2013 APR	On-Track	Currently 67% of administrators are consistently meeting TNTP's guidelines for setting actionable next steps; this continues to be a key focus area for the second semester
Instructional Culture	80% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: <i>"Being observed by, and receiving feedback from, a coach and/or supervisor is effective."</i>	80%	2013 JUN	On-Track	Baseline data was collected and shared with the leadership teams at both schools; the full mid-year Instructional Culture Survey is currently being administered at both schools.
	65% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: <i>"The feedback I get from being observed helps me improve student outcomes."</i>	65%	2013 JUN	On-Track	Baseline data was collected and shared with the leadership teams at both schools; the full mid-year Instructional Culture Survey is currently being administered at both schools.

TNTP January 2013

<p>TNTP Service</p>	<p>90% of administrators who receive supports from TNTP will “somewhat agree,” “agree” or “strongly agree” with the following statement on an end-of-year survey in May 2013: <i>“Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction.”</i></p>	<p>90%</p>	<p>2013 MAY</p>	<p>On-Track</p>	<p>100% of administrators who completed the survey "agreed" or "strongly agreed" with this statement.</p>
	<p>90% of administrators who receive supports from TNTP will “somewhat agree,” “agree” or “strongly agree” with the following statement on an end-of-year survey in May 2013: <i>“I am more confident in my ability to assess teachers’ instructional practice through observation than I was at the beginning of the school year.”</i></p>	<p>90%</p>	<p>2013 MAY</p>	<p>On-Track</p>	<p>100% of administrators who completed the survey "agreed" or "strongly agreed" with this statement.</p>

Voyager Learning Update
John Marshall Community High School
January 23, 2013

Overarching Goals

The below provides a high level view of key action steps and results during December and January in support of the following priorities: Graduation Rate, ECA and ISTEP+ Passing Rates, School Climate and Discipline, and Communication and Coordination.

Priority 1:

70% of the 2013 Graduation Cohort will graduate with no more than 15% of these students requiring waivers.

1a) The graduation coach continues to carefully personalize and monitor credit recovery with fewer than 15% of students in the 2013 Cohort needing more than three additional semester courses (beyond the regular pace of completion). **An analysis of first semester grades has been completed and any senior who failed a 1st semester course has been scheduled into credit recovery.**

1b) Students needing to retake an ECA exam (identified as the largest cause of graduation with waivers) have been provided additional and focused learning opportunities through extended day classes and courses embedded within their regular course schedules. **December Math ECA scores have been analyzed and services initiated for targeted students based on this analysis.** A new math teacher has been hired and started the week of January 14. Once ELA ECA scores are received we will be able to precisely calculate where we are against the goal decreasing the number of waivers required by 15%.

Priority 2:

The number of students passing both ECA exams (Algebra and English 10) and both ISTEP exams (ELA and Math) will increase by 12%.

2a) A middle and high school teacher have assumed leadership roles regarding curriculum used during Success period and are **creating content to directly support skill deficits** identified through Acuity B or the December ECA.

2b) Voyager product specialists provided **more than 50 days** of on-site service modeling and providing 1-to-1 assistance for teachers in implementing the following intervention programs: Language, Passport Reading Journeys, V-Math, TransMath, Inside Algebra and online Algebra and English courses during the months of October and November.

2c) The **VPORT Data Management System** continues to be used to track students' progress in all intervention programs except the online courses which are tracked separately.

2d) A **structured writing program** has been initiated in collaboration with the district to focus students' preparation for ISTEP. Building administrators and teacher leaders/coaches are assuming more leadership in organizing and executing plans. The first benchmark assessment was completed last week.

2e) A comprehensive **professional development calendar** is being finalized for the 2nd semester and will include classroom management support one day per week by Cindy Jackson (IPS SpEd), monthly job-embedded training by Howie Knoff (Project Achieve) and focused ELA and math teacher support by Voyager instructional coaches. Again, we believe one of the strengths is this

implementation has been the integration and leveraging of resources across the school, the district and Voyager.

2f) Incoming data regarding Acuity B and December ECA results are being carefully analyzed and cross-referenced to make sure **every student's status is clearly understood by name** and services provided accordingly.

**Priority 3:
School Climate / Student Behavior**

3a) **Building staff are assuming greater responsibility** for hallway displays acknowledging students' achievements (critical to creating a sense of positive student ownership in the school) originally created by Voyager.

3b) The JMCHS Student Assistance Team leaders continue to work virtually with Howard Knoff, Ph.D. between his on-site visits to ensure that **highly individualized and targeted student support plans** continue to be created and acted on for highest need students. The goal is for the SAT Team Leaders to be able to complete this work independently in the future.

3c) The **discipline committee** has established four priorities for 2nd semester:

- A positive and nurturing learning environment
- Consistent execution of clear procedures for repeated minor discipline infractions
- Job-embedded coaching for those teachers with high discipline referral rates
- Improved social/emotional support services for highest need students (being driven by Voyager consultant Howard Knoff, Ph.D.)

3d) Two Voyager consultants began working regularly with the Discipline Dean in December to prioritize challenges and **help establish structures** to support prompt, consistent and effective implementation of discipline consequences – especially for mid-level offenses.

**Priority 4:
Communication and Coordination Across and Within the School, District, Community and Voyager Staff**

4a) **Communication and collegiality among staff and faculty** will continued to be strengthened as Voyager consultants support building leaders in reinforcing and building upon the following strategies that were initiated during first semester:

- clear expectations that everyone continue to post events on **one school wide calendar** and the expectation that everyone is expected to check and be aware of school activities on a daily basis; **the established structure, routines and expectations must be reinforced;**
- **consistent Weekly Updates** provided by the principals (versus Voyager consultants); the **established structure, routines and expectations must be reinforced;**
- **continuation of the committee work** that has been initiated;
- consistent and collaborative **after school instructional planning** on Wednesdays (new this semester);
- **gradually improving onboarding** for teachers new to the school; and,
- regular, uninterrupted opportunities for the ILT to continue to think and work together like the **mini-retreat** that took place on January 3 during winter break.

JMCHS DATA AS OF JANUARY 18, 2013

PRIORITY 1: 70% of the 2013 Graduation Cohort will graduate with no more than 15% of these students requiring waivers	# of Students in the 2013 Grad. Cohort	# of Students on Target with Course Credits *	% of Students on Target with Course Credits*
	128	124	97%
	*Defined as students needing 2 or fewer additional semester courses (beyond the regular 2 nd semester senior courses) for graduation requirement.		
# of Students in the 2013 Grad. Cohort	# Of 2013 Graduation Cohort Passing Both ECA (waiting on ELA December results)	% of Cohort Passing Both	
128	51*	40%* (55% is the goal) *Will increase once Dec. ELA ECA results are in	

PRIORITY 2: Rate for passing both ECA & ISTEP+ (Math & ELA) (Preliminary Results Only)	Assessment and Number of Passing Both	When	% of Students Passing Both ELA and Math ISTEP or ECA in 2012	% of Students Passing Both ELA and Math ISTEP+ or ECA
	7 th & 8 th Grade Passing both ELA & Math Acuity – IStep Predictor	Window Opened 11/26/12	2012 Students Passing Both Math and ELA ISTEP+:	% of Students Passing Both Math and ELA Predictor B in December:
	106		23% (Goal = 35%)	38% of students on target
	Total # of students passing both ELA & Math as of Dec.	Window Opened 12/11/2012 Window Closed 12/19/2012	2012 % of Total Eligible Students Passing Both Math and ELA ECA:	% of Total Eligible Students Passing Both Math and ELC ECA as of Dec. using Math scores only – still waiting for ECA scores:
77* Does not reflect December ELA results		28.6% (Goal = 41%)	29%* *Will increase once Dec. ELA ECA results are in	

JMCHS DATA AS OF JANUARY 18, 2013

<p>PRIORITY 3: School Climate/ Student Behavior</p> <p>The increase in home suspensions reflects improving data procedures and more consistent implementation of behavior consequences. Students are allowed to return to school the next day following a parent conference.</p>	<table border="1"> <thead> <tr> <th>STUDENT BEHAVIOR DATA</th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec -Jan</th> </tr> </thead> <tbody> <tr> <td>Drug / Alcohol Middle School</td> <td>1</td> <td>0</td> <td>2</td> <td>2</td> </tr> <tr> <td>Drug / Alcohol High School</td> <td>3</td> <td>2</td> <td>4</td> <td>1</td> </tr> <tr> <td>Weapons Middle School (MS)</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Weapons High School (HS)</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Fights MS</td> <td>14</td> <td>4</td> <td>1</td> <td>33</td> </tr> <tr> <td>Fights HS</td> <td>2</td> <td>5</td> <td>4</td> <td>30</td> </tr> <tr> <td>In-School Suspension MS</td> <td>816</td> <td>639</td> <td>10</td> <td>25</td> </tr> <tr> <td>In-School Suspension HS</td> <td>763</td> <td>332</td> <td>7</td> <td>7</td> </tr> <tr> <td>Home Suspension MS</td> <td>249</td> <td>162</td> <td>67</td> <td>223</td> </tr> <tr> <td>Home Suspension HS</td> <td>126</td> <td>77</td> <td>91</td> <td>114</td> </tr> <tr> <td>Expulsions MS</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Expulsions HS</td> <td>3</td> <td>5</td> <td>2</td> <td>3</td> </tr> <tr> <td>Tardies (daily avg)</td> <td>155</td> <td>80</td> <td>79</td> <td>74</td> </tr> </tbody> </table>	STUDENT BEHAVIOR DATA	Sept	Oct	Nov	Dec -Jan	Drug / Alcohol Middle School	1	0	2	2	Drug / Alcohol High School	3	2	4	1	Weapons Middle School (MS)	1	0	0	1	Weapons High School (HS)	0	0	1	0	Fights MS	14	4	1	33	Fights HS	2	5	4	30	In-School Suspension MS	816	639	10	25	In-School Suspension HS	763	332	7	7	Home Suspension MS	249	162	67	223	Home Suspension HS	126	77	91	114	Expulsions MS	0	0	1	1	Expulsions HS	3	5	2	3	Tardies (daily avg)	155	80	79	74
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