

Voyager Math Program

Evaluation Report

Research & Accountability

Pinellas County Schools

April 2012

Executive Summary

Vmath provides a blended solution of teacher-led instruction and student-centered technology to address the different needs of students. Voyager Math (Vmath) is a program that uses Gradual Release of Responsibility Model of instruction for struggling students. Vmath's goal is to help accelerate all struggling students to grade-level proficiency¹. Vmath is taught during the intensive math class and is to be offered only to FCAT Level 1 and 2 students in Math. As per Pinellas County Schools (PCS) course code descriptions, "the purpose of the course is to improve students' skills for FCAT. Students who have been identified as substantially deficient in math may be enrolled in Intensive Mathematics for remediation purposes. This course is taken in addition to the regular math class". As a Response to Intervention (RtI) partner, Voyager will work with district staff to develop a customized and integrated solution to meet the districts RtI needs.

Pinellas County Schools' Teaching & Learning department requested the assistance of the Research & Accountability (R&A) department to conduct an effectiveness evaluation of the Vmath program in Grades 6–8 to determine its effects on students' math performance. The primary purpose was to assess the fidelity with which participating schools and teachers implement the Voyager Math program. Another purpose was to examine the effectiveness of the Vmath program over one academic year (2010–2011).

The evaluator investigated information about the Vmath program from the Voyager Learning website (<http://www.voyagerlearning.com/vmath/index.jsp>) in order to understand the program. In addition to online resources, R&A requested information from Teaching & Learning Supervisors about the implementation of the program.

District Supervisors requested that R&A examine student FCAT scores to see if there was improvement since the implementation of Vmath. Vmath, however, was not fully implemented until the middle of November 2010 leaving four months for students to be in the program before taking the FCAT test. This is an issue because students did not receive the full course information before taking the FCAT. As a result, looking solely at FCAT achievement level scores is not a viable option to answer the question of program effectiveness. For this reason this evaluation looks at learning gains of students on the FCAT which provide a better understanding if students achieved one year's growth in their math skills.

The evaluator examined the initial research used in choosing the Vmath program as well as the implementation of Vmath in order to see if it was vetted correctly and implemented with fidelity across all middle schools within the district.

After interviewing district personnel, it was found that Vmath was not implemented with fidelity across all middle schools. Since the Vmath program was not implemented correctly, it is difficult to assess if the program had any major affect on student performance and knowledge of math.

There was initial evidence of increased student performance when looking at FCAT learning gains. The Vmath students had an increase in learning gains as compared to a randomly selected sample of other middle school students within the district. It would be beneficial to see if there is continued success of the Vmath students. Since Vmath has been implemented the entire 2011-12 school year, looking at learning gains after the FCAT has been administered for the year will provide more information in determining whether Vmath is increasing student performance.

It is recommended if Vmath is continued to be used within the district, the program needs to be fully implemented with fidelity across the district in all middle schools, coded correctly in the school schedules, and have qualified teachers teach the program. If Vmath is not going to be implemented correctly, the program should not be used in the district and the contract not be renewed.

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Introduction & Background

Vmath is a member of the Cambium Learning Group. Through its core divisions, Cambium Learning Group, Inc. provides research-based education solutions for students in Pre-K through 12th grade primarily focused on serving the needs of the most challenged learners and enabling students to reach their full potential.² This report presents the results of an evaluation examining the level of implementation and a preliminary review of the effectiveness of the Voyager Math (Vmath) Program in Pinellas County Schools (PCS).

Vmath provides a blended solution of teacher-led instruction and student-centered technology to address the different needs of students. Voyager Math (Vmath) is program that uses a Gradual Release of Responsibility Model of instruction for struggling students. Vmath’s goal is to help accelerate all struggling students to grade-level proficiency. Vmath is taught as an intensive math class, and by definition, it is to be offered only to FCAT Level 1 and 2 students in Math. As per PCS course code descriptions, “the purpose of the course is to improve students’ skills for FCAT. Students who have been identified as substantially deficient in math may be enrolled in Intensive Mathematics for remediation purposes. This course is taken in addition to the regular math class”.

There is a need within Pinellas County Schools to help students with low test scores by providing remediation in math. The data below shows the percentage of level 1 and 2 students in math during the 2008-2010 school years.

GRADE	SCHOOL YEAR					
	2008		2009		2010	
	LEVEL 1	LEVEL 2	LEVEL 1	LEVEL 2	LEVEL 1	LEVEL 2
6	25%	20%	24%	21%	24%	20%
7	18%	20%	20%	20%	21%	21%
8	15%	18%	14%	19%	13%	20%

Source: Florida Department of Education – FCAT Demographic Report
(<https://app1.fldoe.org/FCATDemographics/Default.aspx>)

According to the Voyager website, “as a Response to Intervention (RtI) partner, Voyager will work with district staff to develop a customized and integrated solution to meet the districts RtI needs. A Response to Intervention Model (RtI) reallocates resources and energy to teaching students what they need to know in order to succeed in general education. Response to Intervention (RTI) is a multi-tiered approach to providing interventions to struggling learners. RTI allows for early intervention by providing academic support rather than waiting for a child to fail before offering help. Voyager partners with districts implementing RTI by strengthening instruction at each tier by providing:

- Scientifically based math curricula helps the district increase instructional intensity based on student needs.
- Progress Monitoring—a system of valid and reliable curriculum-based measures to regularly assess your students' progress toward goals
- Data Management—allows your district easy access to RTI documentation from the time a student is identified for intervention

Voyager's math and professional development solutions meet the district's needs for successfully implementing an RTI model.”³

District Implementation

The program is being used in the following middle schools: Azalea, Carwise, Clearwater Fundamental, Dunedin Highland, John Hopkins, Largo (2010 school year), Lealman Intermediate, Madeira Beach Fundamental, Meadowlawn, Morgan Fitzgerald, Oak Grove, Osceola, Palm Harbor, Pinellas Park, Pinellas Secondary, Safety Harbor, Seminole, Tarpon Springs, Thurgood Marshall Fundamental, and Tyrone. Largo is not using Vmath in its entirety. Instead, Largo is using an Ascend / Vmath mix in the classrooms. Bay Point is also not using the Vmath program.

Training

Training for teachers is an integral component of Vmath. Voyager provides two full day trainings per year as well as monthly visits to schools that need/want additional training. The two day training is mandatory for new teachers. Teachers who taught Vmath the prior year did not have to attend the two day training. Voyager’s Vmath consultant will provide training, beyond the two full day trainings, specific to a school’s need when school visits are made each month. If extra training is desired, the consultant is contacted by the Math Coach to establish a visit and what training is needed.

During the 2010-11 school year, the Vmath consultant from Voyager visited all the previously mentioned middle schools except Clearwater Fundamental in order to provide additional training and help solve any issues arising from the Vmath program. The visits ran from October 2010 to May 2011. In total, the consultant was at the middle schools for twenty-six days. It is unclear how many hours the consultant spent at each school. During the 2011-12 school year, the consultant is scheduled to spend a total of twenty-eight days in the middle schools. (See Attachment A).

Voyager also provides “Online Product Training (OPT) that gives teachers the opportunity to train at their own pace with 24/7 web access. OPT offers additional benefits that include self-paced tutorials, downloadable documents, authentic classroom video segments, and practice in administering assessments. Teachers can document their participation by completing online quizzes, and a certificate is awarded that may be submitted for credit toward continuing education requirements.”⁴

Cost

In an attempt to ascertain the costs of the Vmath program, it became apparent that a contract had never been executed. The proposal outlining the costs of the materials for the two-year contract provided by the Purchasing Department was reviewed. For year one, the costs were to be \$505,340.04 which included teacher resource kits (126 at \$399 per unit), student math packs (5,040 at \$79 per unit), and VmathLive student licenses (1,000 at \$30 per unit). Professional Development/Implementation Product Training is included without any additional cost. The costs for year two were estimated to be \$150,000 for VmathLive renewal (student licenses) with the Launch Training/Onsite Support included in the price. In addition, for year two, it was estimated Student Materials, VmathLive Student Licenses renewal, and purchasing additional student kits would cost \$185,625.00 with Launch Training/Onsite Support included in the price. However, during year one, student workbooks were not consumable for the students. Therefore, the cost for new student kits was not incurred for the second year. During this second year, the student kits were consumable by the students. In total, the cost to the district for the Vmath program for two years is around \$655,340.00. (See Attachment B). The total cost does not include any costs schools incurred by having to buy additional computers and supplies for the Vmath classrooms for student access to the online program. It is not known how many schools purchased additional items.

Pinellas County Schools' Teaching & Learning department requested the assistance of the Research & Accountability (R&A) department to conduct an effectiveness evaluation of the Vmath program in Grades 6–8 to determine its effects on students' math performance. The purpose was to examine the effectiveness of the Vmath program over one academic year (2010–2011). A secondary purpose was to assess the fidelity with which participating schools and teachers implement the Voyager Math program.

Methodology

The purpose of the evaluation described herein was to determine the effectiveness of the Vmath program over the course of 1 academic year. Specifically, the study was designed to answer the following research questions:

1. To what extent does the implementation of the Vmath program improve student achievement in math compared to students not participating in the program?
2. To what degree of fidelity did PCS and teachers in this study implement the Vmath program?

As a result of some schools coding the classes inconsistently, data was obtained from Voyager to aid in identifying students who participated in the Vmath program since it was difficult to

identify the students correctly using only Pinellas County Schools' Student Information System. Voyager provided PCS with an excel data file of three groups of students using the following criteria:

- Unpure: Completed Initial/Final Assessment or 3 or more Benchmark Assessments
- Pure: Completed Initial/Final Assessment and 3 or more Benchmark Assessments
- Original: Students with any activity at any time

The “Pure” group was used as a sample of students (1,253) who participated in Vmath. In order to see if Vmath had increased their math knowledge, a random sample of non-Vmath students (1,423) was identified from the remaining middle school students which compared to the Vmath sample on the following criteria: FCAT achievement level, gender, and free/reduced lunch status. Below is the breakdown for each sample:

		Vmath Students		Non-Vmath Students	
Math FCAT 2009-10					
Level	#	%	#	%	
1	1,108	88.4	1,240	87.1	
2	123	9.8	161	11.3	
3	21	1.7	21	1.5	
4	1	0.1	1	0.1	
Total	1,253	100	1,423	100	
Gender					
	#	%	#	%	
Female	664	51.4	738	51.9	
Male	609	48.6	685	48.1	
Total	1,253	100	1,423	100	
Free/Reduced Lunch					
	#	%	#	%	
Yes	968	77.3	1,064	74.8	
No	285	22.7	359	25.2	
Total	1,253	100	1,423	100	

The evaluator interviewed various employees within the Teaching & Learning department for Pinellas County Schools. Information was obtained from the Director of Middle School Education, the Supervisor of K-8 Mathematics, and an Instructional Staff Developer. Follow up questions after reviewing the information were sent to the Supervisor of K-8 Mathematics to get a better understanding of Vmath's implementation. The questions asked can be seen in Attachment C. The evaluator also interviewed an Instructional Staff Developer for the math curriculum about the Vmath program.

Some questions remained unanswered after these interviews. It was difficult to obtain some of the information from PCS employees or Voyager's website. The evaluator read through

information regarding Vmath on Voyager’s site to grasp a better understanding of how the program worked and should have been implemented.

Results

Achievement:

To what extent does the participation in the Vmath program improve student achievement in math compared to students not participating in the program?

The FCAT 2.0 measures student achievement on the [Next Generation Sunshine State Standards](#). It should be noted that during the time frame of this evaluation, the transition from FCAT to FCAT 2.0 was phased in, and 2011 FCAT 2.0 Reading and Math were the first assessments to begin this transition. A learning gain is one year’s growth based on the Developmental Scale Score. Learning gains can be determined only for students in Grades 4-10 who have two years of FCAT data.⁵ Learning gains were used for comparison since the scores were adjusted by the state to be able to compare it to the FCAT 2009-10 year’s test.

The data below shows the FCAT Achievement Level for each sample.

	Vmath Students		Non-Vmath Students		Vmath Students		Non-Vmath Students	
	Math FCAT 2009-10				Math FCAT 2010-11			
Level	#	%	#	%	#	%	#	%
1	1,108	88.4	1,240	87.1	745	59.5	914	64.2
2	123	9.8	161	11.3	402	32.1	401	28.2
3	21	1.7	21	1.5	104	8.3	107	7.5
4	1	0.1	1	0.1	2	.2	1	.1
Total	1,253	100	1,423	100	1,253	100	1,423	100

Note: Only students with an FCAT score for both years were included in the analysis.

The table above shows the Vmath students had a higher percentage of students move from Level 1 to Level 2 as compared to the random sample of middle school students when looking at the achievement levels from 2009-10 to 2010-11.

When examining learning gains, the Vmath program seems to have improved student achievement in math as compared to the non-Vmath sample of students. Both samples increased their learning gains in 2010-11; Students who participated in an intensive math course that used Vmath for the 2010-11 school year showed a higher percentage of learning gains. This improvement or gain cannot be solely attributed to Vmath as there are other factors that could

contribute to student performance and achievement. Therefore, a causal relationship has not been established.

	Vmath Students		Non-Vmath Students		Vmath Students		Non-Vmath Students	
	Math FCAT 2009-10 - Learning Gains				Math FCAT 2010-11 - Learning Gains			
	#	%	#	%	#	%	#	%
No Gain	726	63.9	841	68.1	334	27.9	462	36.2
Gain	410	36.1	394	31.9	865	72.1	815	63.8
Total	1,136	100	1,235	100	1,199	100	1,277	100

Note: Only students included in the school grades group both years were included in the analysis.

Implementation:

To what degree of fidelity did PCS and teachers in this study implement the Vmath program?

During the course of the evaluation, certain barriers surfaced. These barriers included the following: two middle schools not implementing the program, late materials, out-of-field or non-highly qualified teachers, lack of VPORT monitoring, added computer costs, and non-alignment to the Core curriculum.

Information obtained from multiple sources indicates not all middle schools implemented the Vmath program as intended. According to information from Math Supervisors, two schools are not using the Vmath program, and it is not clear why it wasn't implemented in these two middle schools. There was difficulty in implementing the Vmath program across all other middle schools because teachers did not initially receive the materials to teach the course on time. Vmath was not fully implemented at the start of the 2010-11 school year. Instead, it was fully implemented in November 2010 which is three months after the beginning of the school year. As a result of the delayed implementation, students were only in the Vmath program for about five months before they took the FCAT.

Teachers eventually implemented the Vmath program by November 2010 since the materials had not arrived from Voyager on time. When the materials arrived the following materials were included: books, workbooks, computer programs, portal assessment information, and student licenses to access VmathLive. The teachers are using these materials in their classrooms to teach the intensive math course. Even though it seems to have improved the student's math performance, it would be better to look at learning gains for this entire school year (2011-12) since the students will have had a year or more in the intensive math program.

Another issue that surfaced during the evaluation was the inclusion of teachers who were out-of-field or otherwise non-highly qualified to teach math. According to the Math Coach overseeing

the program, there is also continuous turnover of staff teaching Vmath classes resulting in varying levels of implementation at schools. In order for Vmath to work effectively, high quality math teachers should be used in these classrooms.

The evaluator learned through interviewing employees that the district office is not closely monitoring either Vmath results or the program itself through the VPORT availability. “VPORT is the educator's personal online portal to student data, web-based training, and teaching resources. Student data is secure and available for review at the teacher, building, and district level. VPORT is a powerful implementation toolbox with online product training and resources for coaches and teachers.”⁶ Along with teachers (class access), coaches and principals (building-level access), this program allows District Supervisors the ability to oversee the assessments and check on the progress of students in the Vmath program by schools and students.

In order to implement the program to fidelity, students need computer access for the Vmath program. Some schools may have needed to purchase and place student stations in classrooms. This added to the overall cost of the program purchased by Pinellas County Schools. Thus, it is unclear how much each school spent in order to implement Vmath.

An additional barrier is the Vmath program is not aligned to the Core curriculum because Vmath is trying to “fill in the gaps” since it is a remediation program. Students in the intensive math class are dual enrolled in an additional math class to receive Core math instruction at their grade level that is aligned to the state standards.

	Vmath Students	
	Math FCAT 2009-10	
Level	#	%
1	1,108	88.4
2	123	9.8
3	21	1.7
4	1	0.1
Total	1,253	100

As the above table shows, there are level 3 and 4 FCAT Achievement Level students taking intensive math during the 2010-11 school year. Students were selected for the Vmath program based on their FCAT score the previous year (2009-10 school year). The PCS course description clearly states this course is for Level 1 and 2 students only. School Leadership makes the decision of which students are placed into intensive math. The evaluator was told by district personnel that schools were instructed to choose Level 1 students to register for Vmath, and it is apparent some schools placed Level 2 students in the course as well. If Vmath is to be

implemented correctly, there should not be any students that achieved levels 3, 4, or 5 in their FCAT examination registered in the intensive math course.

Yet another problem found was that three middle schools inconsistently coded the Intensive Math Course Number for the Vmath class. This made it difficult to correctly identify students in the Vmath program. Some middle schools used the Wheel Course Number instead of the M/J Intensive Math Course Number (See Attachment D) so the students in those courses cannot be correctly identified through district resources. As a result, a list of students in the Vmath program was provided by Voyager. Since the records are kept by a third party source, it is unclear how complete and accurate the list is.

Training:

Teachers receive two full day trainings on the Vmath program and its components prior to the beginning of each school year. New teachers were required to attend the two-day training. Teachers who taught intensive math the previous school year were not required to attend the trainings.

Additional aid can be provided by a Voyager consultant who is available to schools that want or need additional training. Procedures for the consultant to help a particular school begin with the Math Coach contacting the consultant if approved by the Principal. The Voyager consultant spends an average of four full days per month at different schools. Two schools, Azalea and Pinellas Park, are visited by the Voyager consultant every month since they are priority schools.

There is an online course for teachers who want additional training. The evaluator was told that some teachers are using the online training, but the exact number is not known by district personnel.

Conclusion

The goal of this evaluation was to examine the Vmath program with regard to its implementation and effectiveness in increasing intensive math students' FCAT scores. The evaluator interviewed District Supervisors, Math Coaches, and Data Management Technicians in obtaining information about the program and course numbers. Since schools inconsistently identified the intensive math courses, it was not possible to identify students from school records. Data was instead obtained from Voyager to identify students participating in the Vmath program.

This evaluation revealed that Vmath was not implemented correctly across the district. It is noted that Vmath wasn't fully implemented until the beginning of November 2010. All schools were expected to implement the Vmath program, but after further research, it was discovered not all schools implemented Vmath. In the schools who did implement the Vmath program, the students in the course showed a higher percentage in their learning gains than a sample of non Vmath middle school students.

Pinellas County Schools decided to renew the Voyager contract. This will offer the opportunity to look at a full year of implementation and data. Since this will be the first full school year with the Vmath program, it will be helpful to follow students over the past year and a half to gain a better understanding if the program is increasing student math knowledge and showing learning gains over time.

Recommendations

Pinellas County Schools renewed the Voyager contract for the 2012-13 school year. In order to be able to properly assess if the program is working as intended, PCS should implement Vmath with fidelity across the district by making it mandatory in all middle schools, and use the correct course number for all Vmath classes. This will facilitate more accurate data of the students who are taking the Vmath course. It is also recommended only qualified and certified math teachers teach intensive math classes. No program will work effectively if the teachers are not qualified to teach it. Teachers should also attend all training sessions, and the district should encourage additional trainings. In doing this, it should improve the quality of the intervention and its effect on student performance.

As a result of renewing the contract, there will be a full year's data with students taking the intensive math course. This data could provide a more in depth look as to student achievement in math and whether the program is working effectively.

Even though the data shows a more apparent increase in learning gains for students in the Vmath program compared to the middle school students who were not in the program, it is difficult to determine the extent of impact Vmath has on the students with only one year's data. It would be helpful to follow the students over time to gain an understanding if the program is increasing the students' math knowledge. The evaluator will ask Voyager for a list of students who were in the Vmath program in the 2010-11 and 2011-12 school years and examine the data that is available for each student over the two year span.

As per the Florida Association for District School Superintendents (FADDS) report, they "recommended that new programs or innovations should be implemented on a three year basis with annual formative data and a third year summative report on effectiveness." Since this is the first full year the program was implemented, per their suggestion, it will be another two years until we can assess if the program affects student performance.

If desired outcomes are not observed after full implementation and evaluation, this program should not be renewed. In the future, PCS should follow the Strategic Shopping Plan before purchasing any new program to provide rigorous documentation prior to purchasing. Research on other programs should also be done using the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>) who provides educators with the information they need to make evidence-based decisions to ensure the program being purchased is the most adequate for the district. The Vmath program was not in the clearinghouse, and independent studies could not be found for the program.

References

1. Voyager: Vmath Overview – Math Intervention That Works. Available at: <http://www.voyagerlearning.com/assets/pdf/vmathGHIOverview.pdf>
2. Cambium Learning Group, Inc. – Company Description. Available at: <http://www.cambiumlearning.com/about/company.shtml>
3. Voyager: Response to Intervention. Available at: <http://www.voyagerlearning.com/responsetointervention/index.jsp>
4. Voyager website. Available at: <http://www.voyagerlearning.com/vmath/training.jsp>
5. Florida Department of Education. Frequently Asked Questions About the FCAT. Available at: <http://fcats.fldoe.org/pdf/fcatfaq1.pdf>
6. Voyager website. Available at: <http://www.voyagerlearning.com/vmath/vport.jsp>

Attachment A

Voyager Consultant – School Visits Log

Voyager Consultant - School Visits

PAGE 1

PINELLAS COUNTY 2010-2011

	AUG	SEPT	OCT	NOV	DEC
Azalea Middle School			10/8		
Bay Point Middle School			10/7		
Clearwater Fundamental					
Clearwater Intermediate School					
Dunedin Highland Middle School			10/6		
Fitzgerald Middle School				11/4	12/9
John Hopkins Middle School					12/7
Joseph Carwise Middle School					12/6
Largo Middle School					12/6
Lealman Intermediate School				11/3	
Madeira Beach Fundamental					12/8
Meadowlawn Middle School			10/5	11/4	
Oak Grove Middle School					12/8
Osceola Middle School					
Palm Harbor Middle School					12/6
Pinellas Park Middle School			10/5		
Safety Harbor Middle School				11/2	
Seminole Middle School					12/8
Tarpon Springs Middle School				11/2	
Thurgood Marshall Fundmntl Ms School			10/8		
TRAINING	AUG 20	—		NOV 1	
	1 DAY	—	4 days	4 days	4 days

Pinellas Co. 2010-11

Pinellas Co. 2010-11

	Jan	Feb	Mar	Apr	May
Azalea Middle School					
Bay Point Middle School					5/10
Clearwater Fundamental					
Clearwater Intermediate School		2/14	3/8		
Dunedin Highland Middle School					5/11
Fitzgerald Middle School		2/17			
John Hopkins Middle School					
Joseph Carwise Middle School					
Largo Middle School	1/10	2/16			
Lealman Intermediate School					
Madeira Beach Fundamental					
Meadowlawn Middle School		2/15			
Oak Grove Middle School					
Osceola Middle School			3/10		
Palm Harbor Middle School					
Pinellas Park Middle School					
Safety Harbor Middle School					
Seminole Middle School					5/12
Tarpon Springs Middle School					5/11
Thurgood Marshall Fundmntl Ms			3/9		
Tyrone Middle School					
TRAINING	Jan 11-12				

3 days 4 days 3 days — 3 days = 26

2011-12 Visits

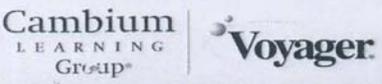
	SEPT	OCT	NOV	DEC	JAN
Azalea Middle School	9/22		11/8	12/6	
Bay Point Middle School					
Clearwater Fundamental			11/9	12/8	
Clearwater Intermediate School		10/18		12/8	
Dunedin Highland Middle School					
Fitzgerald Middle School					
John Hopkins Middle School	9/21		11/9		
Joseph Carwise Middle School					
Largo Middle School					
Lealman Intermediate School			11/7		
Madeira Beach Fundamental				12/5	
Meadowlawn Middle School	9/21				
Oak Grove Middle School					
Osceola Middle School					
Palm Harbor Middle School					
Pinellas Park Middle School	9/22		11/10	12/7	
Safety Harbor Middle School					
Seminole Middle School		10/18			
Tarpon Springs Middle School					
Thurgood Marshall Fundmntl Ms					
Tyrone Middle School					
TRAINING	9/23				

DAYS

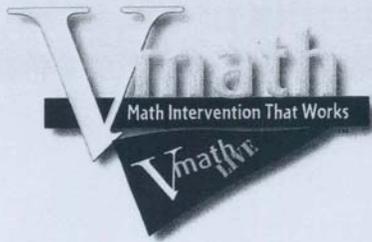
3 1 4 4

Attachment B

Bid Information / Costs

																																																																																																																			
PROPOSAL TO: Pinellas County School District Gary Klesius, Textbook Coordinator	PRESENTED BY: David Traviesa Sales Executive, Central West Florida																																																																																																																		
Vmath 2nd Edition 2-8																																																																																																																			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">ISBN</th> <th style="width: 15%;">Product ID</th> <th style="width: 5%;">#</th> <th style="width: 10%;">cost/unit</th> <th style="width: 15%;">total cost/item</th> </tr> </thead> <tbody> <tr> <td colspan="6">Teacher Product</td> </tr> <tr> <td>Vmath Level G Teacher Resource Kit Second Edition</td> <td>978-1-4168-6106-5</td> <td>189851</td> <td>42</td> <td>\$399</td> <td>\$16,758.00</td> </tr> <tr> <td>Vmath Level H Teacher Resource Kit Second Edition</td> <td>978-1-4168-6108-9</td> <td>189878</td> <td>42</td> <td>\$399</td> <td>\$16,758.00</td> </tr> <tr> <td>Vmath Level I Teacher Resource Kit Second Edition</td> <td>978-1-4168-6110-2</td> <td>189907</td> <td>42</td> <td>\$399</td> <td>\$16,758.00</td> </tr> <tr> <td colspan="6">Student Product</td> </tr> <tr> <td>Vmath Level G Student Math Pack Second Edition</td> <td>978-1-4168-6107-2</td> <td>189843</td> <td>1680</td> <td>\$79</td> <td>\$132,720.00</td> </tr> <tr> <td>Vmath Level H Student Math Pack Second Edition</td> <td>978-1-4168-6109-6</td> <td>189860</td> <td>1680</td> <td>\$79</td> <td>\$132,720.00</td> </tr> <tr> <td>Vmath Level I Student Math Pack Second Edition</td> <td>978-1-4168-6111-9</td> <td>189894</td> <td>1680</td> <td>\$79</td> <td>\$132,720.00</td> </tr> <tr> <td colspan="6">VmathLive Online Support</td> </tr> <tr> <td>VmathLive-License Student Access School Year</td> <td>978-1-4168-5937-6</td> <td>189958</td> <td>1000</td> <td>\$30</td> <td>\$30,000.00</td> </tr> <tr> <td colspan="5">Subtotal for Product</td> <td style="text-align: right;">\$478,434.00</td> </tr> <tr> <td colspan="4">Shipping and Handling</td> <td style="text-align: center;">6.00%</td> <td style="text-align: right;">\$26,906.04</td> </tr> <tr> <td colspan="5">Total for Product including Shipping, Handling, and Taxes</td> <td style="text-align: right;">\$505,340.04</td> </tr> <tr> <td colspan="6">Professional Development/Implementation Product Training</td> </tr> <tr> <td>Coach and Teacher Model Training- Vmath 2-8</td> <td>XMA-T2</td> <td>257711</td> <td>4</td> <td>\$0.00</td> <td>\$0.00</td> </tr> <tr> <td>Support/Training Day Vmath 2-8</td> <td>XMA-T4</td> <td>257738</td> <td>60</td> <td>\$0.00</td> <td>\$0.00</td> </tr> <tr> <td colspan="5">Subtotal for Training</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td colspan="5">Total for Product and Training</td> <td style="text-align: right;">\$505,340.04</td> </tr> </tbody> </table>		ISBN	Product ID	#	cost/unit	total cost/item	Teacher Product						Vmath Level G Teacher Resource Kit Second Edition	978-1-4168-6106-5	189851	42	\$399	\$16,758.00	Vmath Level H Teacher Resource Kit Second Edition	978-1-4168-6108-9	189878	42	\$399	\$16,758.00	Vmath Level I Teacher Resource Kit Second Edition	978-1-4168-6110-2	189907	42	\$399	\$16,758.00	Student Product						Vmath Level G Student Math Pack Second Edition	978-1-4168-6107-2	189843	1680	\$79	\$132,720.00	Vmath Level H Student Math Pack Second Edition	978-1-4168-6109-6	189860	1680	\$79	\$132,720.00	Vmath Level I Student Math Pack Second Edition	978-1-4168-6111-9	189894	1680	\$79	\$132,720.00	VmathLive Online Support						VmathLive-License Student Access School Year	978-1-4168-5937-6	189958	1000	\$30	\$30,000.00	Subtotal for Product					\$478,434.00	Shipping and Handling				6.00%	\$26,906.04	Total for Product including Shipping, Handling, and Taxes					\$505,340.04	Professional Development/Implementation Product Training						Coach and Teacher Model Training- Vmath 2-8	XMA-T2	257711	4	\$0.00	\$0.00	Support/Training Day Vmath 2-8	XMA-T4	257738	60	\$0.00	\$0.00	Subtotal for Training					\$0.00	Total for Product and Training					\$505,340.04
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Cambium Learning Voyager P.O. Box 1809 Longmont, CO 80502 Fax: (888) 819-7767 www.voyagerlearning.com	Notes: With this 2 year Vmath purchase for the 2010-11 & 2011-12 school years, Pinellas will receive 126 Teacher Kits, 5040 student kits for 6-8 grade students, 2,000 VmathLive licenses (1,000 at no cost), Vport access for all students, and 4 launch trainings and 60 days of support at no cost for 2 full years.																																																																																																																		

2010-2011
 First year



Attn: GARY K.

Vmath Cost Comparison
2011-12 Purchase

Second year

Renewing VmathLive/VPORT Access • Serving 5,000 Students			
	Quantity	Price	District Cost
VmathLive Renewal (student licenses)	5,000	\$30.00	\$150,000.00
Launch Training*	1 day	\$2,500.00	FREE
Onsite Support*	30 days	\$1,500.00	FREE
TOTAL			\$150,000.00

Purchasing Additional Student Kits • Serving 5,000 Students			
	Quantity	Price	District Cost
Student Materials**	1,250	\$79.00	\$98,750.00
VmathLive Renewal (school licenses)	22	\$3,500.00	\$77,000.00
Launch Training*	1 day	\$2,500.00	FREE
Onsite Support*	30 days	\$1,500.00	FREE
Shipping		10%	\$9,875.00
TOTAL			\$185,625.00

* Training and support will be included in the 2011-12 school year as agreed upon in the original purchase

** 1,250 student kits is an estimate of student kits needed (in addition to the student kits already purchased) to provide each intensive math student with a consumable student kit, therefore increasing the fidelity of implementation.

Attachment C

Program Evaluation Questions

Voyager Math

Program Information

- List sites that have the Voyager Math program: Click here to enter text.
- What is the primary purpose of the Voyager Math program? Click here to enter text.
- What type of instructional model will be used? Click here to enter text.
- What research was used to define this model? Click here to enter text.
- What curriculum materials are needed for this program? Click here to enter text.
- What research was used to select the curriculum? Click here to enter text.
- What are the personnel requirements of the program? Click here to enter text.

Needs Assessment

- Why is this program needed?
 - Share the rationale for needing this program Click here to enter text.
 - What data supports this need? Click here to enter text.
- Who has been involved in determining this need? Click here to enter text.
- Who is the target group? Click here to enter text.
 - What grade? Any special group of students/teachers? Click here to enter text.
 - How many students/teachers will benefit? Click here to enter text.
- Will instruction/curriculum used during this time be different than the standard instruction/curriculum that students are exposed to during the school year? Click here to enter text.
- What are the specific program objectives? Click here to enter text.
- Who will benefit from it?

- Directly? Click here to enter text.
- Indirectly? Click here to enter text.
- What changes do we expect to see? Students' behavior; students' performances; teachers' attitude, teachers' competency? Click here to enter text.
 - Do we have a need for these specific behaviors/skills to be improved or changed? Click here to enter text.
 - Is changing this behavior/skill a priority? How do we know that? How did we determine the priority? Click here to enter text.

Implementation

- Which resources (staff, time, space, and materials) will be required to implement this program with fidelity? Click here to enter text.
 - List of resources available: Click here to enter text.
 - What are the minimum qualifications or other criteria required for teacher participation in the program? Click here to enter text.
 - How did you assess the teacher's willingness to implement the program? Click here to enter text.
 - Is teacher training required for this program? Click here to enter text.
 - How will teachers be trained in order to implement this program with fidelity? Click here to enter text.
 - What is the content/focus of the training? (instructional methods, curriculum content, behavior management) Click here to enter text.
 - What is the training model? Click here to enter text.
 - State the length, frequency and duration of the training: Click here to enter text.
 - What research was used in selecting the training model? Click here to enter text.
 - When will teachers receive training? Click here to enter text.
 - Who will provide the training? Click here to enter text.
 - What type of assistance will teachers be provided during program implementation and during the next school year? Click here to enter text.

- How will the Voyager Math program be implemented in the classroom? Click here to enter text.
 - Will students be exposed to a new type of instruction or content, or is it reinforcement of instruction/content students had previously been exposed to within the regular school year? Click here to enter text.
 - What type of setting will the program be implemented in? (Classroom, computer labs, outdoor, etc.) Click here to enter text.
 - What types of activities will students be engaged in? Click here to enter text.
 - Are these activities different than the activities that students would normally be doing? Click here to enter text.
 - New curriculum? Click here to enter text.
 - New type of instruction? Click here to enter text.
- What are the barriers to implementing the program? Click here to enter text.

Monitoring

- How will implementation be monitored? Click here to enter text.
- How will you know students have met the objectives of the program? Click here to enter text.
- How will you know teachers have met the objectives of the program? Click here to enter text.
- How will you know if teachers have implemented these new practices? Click here to enter text.
- Which assessments will be used to evaluate student learning? Click here to enter text.
- Which assessments will be used to evaluate teacher training? Click here to enter text.
- Which assessments/surveys will be used to follow-up with teachers regarding the training they received? Click here to enter text.

Name of person completing this form: Click here to enter text.

Who would be a resource for us to contact? Click here to enter text.

Would you recommend additional resources for us to read about this program, the strategies, or processes that are being used? Click here to enter text.

Do you have specific questions that you like for us to investigate about the program? Click here to enter text.

Implementation Questions

How long is PCSB's contract with Voyager?

Does the contract with Voyager have to be renewed?

Who would I need to contact to get a copy of the contract for our records for the evaluation?

Basic information about Voyager Math:

- Cost?
- Are the lessons based on a benchmark?
 - What is the length of the lessons?
- Is Voyager being used in all grades 6-8?
- Have all Middle Schools implemented this program?
- List of Middle Schools from PCSB website (please indicate any of the following schools **not participating** in the Voyager program)
 - Azalea, Bay Point, Carwise, Clearwater Fund., Clearwater Int., Dunedin Highland, Sanderlin IB, John Hopkins, Largo, Lealman Int., Madeira Beach Fund., Meadowlawn, Morgan Fitzgerald, Oak Grove, Osceola, Palm Harbor, Pinellas Park, Pinellas Sec., Pinellas Virtual, Safety Harbor, Seminole, Tarpon Springs, Thurgood Marshall Fund., Tyrone
- What company publishes Voyager?

How many years has Voyager been used in the schools?

Is there an implementation plan available for when this program was first introduced to the district / schools?

- If yes, is a copy available for our department for the evaluation?
- Who would I contact to receive the copy?

Cost:

- How much do VmathLive student school-year licenses cost?
 - Do these licenses get renewed every year at a cost?
- What are some other costs involved?
 -
 -

Materials:

- Did teachers receive the following materials?
 - Books
 - Workbooks
 - Computer programs
 - Portals for assessment information
 - VmathLive
 - Other _____
- Did teachers receive the materials on time?
 -
- Did the teachers get the materials they were promised?
 -
- Are teachers using the materials?
 -

Training:

- What training were teachers supposed to receive?
 -
- Did the teachers get the training?
 -
- Did teachers receive it in time to use the program in the classroom?
 -
- Did teachers understand the training and what is expected of them?
 -
- Are the trainings of good quality?
 -
- Are teachers getting the training that was promised?
 -
- Who defines the need (extra help) for the training?
 -
- Who contacts Voyager to receive the training?
 -
- How often has Voyager been to the district to train teachers?
 -
- Has Voyager had face-to-face training with teachers?
 -
 - How often does this training occur?
 -
- Are teachers using Voyager's online course for training?
 -

- How is this training evaluated?
 -
 - How many teachers are taking / took the online course training?
 -
- Are teachers receiving the assistance they need to implement the program?
 -
 - Who is assisting the teachers?
 -
 - What kind of assistance are teachers receiving?
 -
- Are teachers using the program in the classroom?
 -
 - Are they using it in its entirety, or are they using materials/information from previous years?
 -
- What have you heard/seen about issues/problems in the implementation of this program?
 -
- How does this program compare to what PCSB had in the past?
 -
- How does this program compare to the other math programs?
 -
- How is this program implemented with the regular math class?
 -
- This program is an intensive math class, and how does it work? Scheduling?
 -
- Did Voyager have a leadership orientation to provide school leaders an opportunity to review program components and VPORT?
 -

Attachment D

Course code description for middle school intensive math:

M/J Intensive Mathematics

Course #	Grade(s)	Abbreviated Title
12040000	6-8	M/J INT MATH
1204000E	6-8	M/J INT MATH

The purpose of this course is to improve students' skills for FCAT. Students who have been identified as substantially deficient in math may be enrolled in Intensive Mathematics for remediation purposes. This course is taken in addition to the regular math class.

Note: The E at the end of the course number indicates that the course is being taught by an ESE teacher who is certified in general education math as well.