

Accreditation Denied. Actions may include, but not be limited to, restructuring a school’s governance, instructional program, staff, or student population.

Summary of Major Elements

Two schools from two divisions are requesting a rating of *Conditionally Accredited* for the first year. The schools are indicated below:

Division	School Name	Subjects Warned in 2008-2009	Subjects Warned in 2009-2010	Subjects Warned in 2010-2011	Subjects Warned in 2011-2012
Norfolk City	Lindenwood Elementary School	English, Mathematics, Science	English	English, History, Science	English
Northampton County	Kiptopeke Elementary	Mathematics, History, Science	Mathematics, History, Science	English, Science	History

Adequate Yearly Progress (AYP)

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Current Sanction for English	Current Sanction for Mathematics
Lindenwood Elementary Norfolk City	Did not make AYP	Did not make AYP	Did not make AYP	Not in Improvement	Year 3 – Corrective Action
Kiptopeke Elementary Northampton County	Did not make AYP	Did not make AYP	Did not make AYP	Year 3 – Corrective Action	Year 4 – Planning for Alternative Governance

Unadjusted* AYP Scores for Standards of Learning Assessments

Lindenwood Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	68.83%	65.29%	72.38%
Mathematics	70.58%	71.09%	66.66%
Science	75.82%	67.79%	68.60%
History	79.78%	68.64%	80.72%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning Assessments and alternative assessments without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Kiptopeke Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	79.69%	69.25%	72.78%
Mathematics	65.60%	68.81%	69.20%
Science	64.02%	65.54%	72.51%
History	66.56%	72.40%	59.67%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning assessment without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Governance

Kiptopeke Elementary and Lindenwood Elementary are currently identified as persistently lowest-achieving Tier 1 schools as defined by United States Department of Education (USED) for the 2010 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving Tier 1 school is defined as a Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.

Northampton County Public Schools selected Edison Learning as its Lead Turnaround Partner for Kiptopeke Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$949,302 for the first year (pending subsequent funding for a three year total of \$2,368,132). The contract for Edison Learning is included as Attachment A.

Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner for Lindenwood Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$646,839 for the first year (pending subsequent funding for a three year total of \$1,758,099). The contract for Pearson Education is included as Attachment B.

Both schools will implement alternative governance through a contract with the Lead Turnaround Partners (LTP) who have been contracted to guide the improvement process. The local educational agency (LEA) will designate an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the implementation of the following:

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.

3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Test (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

Technical Assistance

Schools granted a rating of *Conditional Accreditation* in 2011-2012 will be required to participate in technical assistance from the Office of School Improvement (OSI). Since both Kiptopeke Elementary and Lindenwood Elementary will implement the USED Transformation Model, the principals, internal lead partners, and a Virginia Department of Education (VDOE)-contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the transformation model requirements, the schools will provide quarterly reports to the OSI on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (fall and spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County School Board.

Impact on Resources: The Office of School Improvement will be required to use the academic review budget to fund the auditors assigned to these schools.

Timetable for Further Review/Action:

AGREEMENT

This Agreement dated this 16th *day of September, 2011*, by and between the Northampton County School Board (“School Board”) and EdisonLearning (“Lead Turnaround Partner” or “LTP”).

WHEREAS, on October 29, 2009, the Virginia Department of Education (“VDOE”) issued Request for Proposal # DOE 2010-03 (the “RFP”) seeking proposals from qualified vendors to serve as Lead Turnaround Partners with local school boards in the Commonwealth of Virginia to develop and implement an academic program for one or more of the core discipline areas of math, science, social studies and language arts for students in persistently low-achieving public schools operated by the designated local school boards; and

WHEREAS, on December 8, 2009, LTP submitted a proposal in response to the RFP (the “Proposal”); and

WHEREAS, on April 1, 2010, VDOE awarded Contract Number E100329-149-096 to LTP (the “Contract”) pursuant to which the LTP agreed to provide Lead Turnaround Partner services under the terms and conditions set forth in the RFP, the Proposal and the Contract to local school boards who elect to purchase such services off of the Contract; and

WHEREAS, the School Board, an independent local political subdivision of the Commonwealth of Virginia having the authority and duty to operate the schools in the Northampton County School Division, including, but not limited to, the employment and termination of employees, is desirous of purchasing Lead Turnaround Partner Services from LTP Kiptopeke Elementary School (“Kiptopeke”) and Northampton High School (“Northampton” and, collectively with Kiptopeke, the “Alliance Schools”) as provided in the Contract.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements contained herein, the parties agree as follows:

1. **SCOPE OF WORK.** LTP shall furnish all labor and resources necessary to increase student achievement in the Alliance Schools using the Transformation Model in strict accordance with the RFP, the Proposal and the Contract, including, but not limited to, the services set forth in Sections III STATEMENT OF NEEDS and IV REPORTING AND DELIVERY INSTRUCTIONS of the RFP (the "RFP Services"), and LTP shall also perform the services listed on Attachment A to this Agreement (the "Additional Services" and collectively with the RFP Services the "Services").

2. **PAYMENT.** The School Board will pay LTP a fixed fee of \$306,800 per year of this Agreement for Kiptopeke and \$504,900 per year of this Agreement for Northampton High for the Services. The total fee for services for 2011-2012 is \$811,700. Invoices for Services shall be paid as provided in Sections VII J and IX of the RFP. LTP shall not seek compensation for any other services unless such services have been authorized or confirmed in writing by the School Board. Send invoices to:

Northampton County Public Schools
Attn: Annette Gray
7207 Young Street
Machipongo, VA 23405

3. **PERFORMANCE ACCOUNTABILITY.** LTP's progress in increasing student achievement and providing the Services will be monitored utilizing a variety of improvement indicators as set forth in Attachment A.

4. **TERM.** The term of this Agreement shall commence on the date of this Agreement and end on June 30, 2014; provided, however, that the School Board and shall have

the right to cancel and terminate this Agreement, without penalty, with written notice to LTP at least sixty (60) days prior to the end of any school year or within sixty (60) days after receiving documented Standards of Learning (SOL) test data results of any school year that establish unsatisfactory performance by LTP based upon the improvement indicators as set forth in Attachment A.

5. **AVAILABILITY OF FUNDS.** It is understood by the parties that this Agreement is contingent upon the School Board receiving and continuing to receive federal Title 1 1003(g) School Improvement Grant funds sufficient to meet its obligations hereunder and that, notwithstanding any contrary provisions in this Agreement, the School Board may, at its option, terminate this Agreement without penalty if it fails to receive such funds which, in the opinion of the School Board, are sufficient to meet its obligations hereunder.

6. **DEFAULT.** The School Board may terminate this Agreement as provided in Section VII P of the RFP without penalty should LTP fail to deliver or perform the Services in accordance with this Agreement. LTP may terminate this Agreement without penalty should the School Board fail to pay LTP in accordance with Paragraph 2 of this Agreement.

7. **PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION.**

A. LTP acknowledges and agrees that, notwithstanding its ownership of copyrights and other proprietary rights to the instructional materials, training materials, curriculum and lesson plans (including, but not limited to, LTP's eEvaluate™ and Companion Guides) and any other materials provided by LTP as part of the obligations of LTP under this Agreement, and to all additions, supplements or modifications to such materials (the "LTP Materials"), LTP hereby grants to the School Board a limited license to use (as per the terms of Attachment A herein),

during the Term, the LTP Materials provided by LTP in connection with the provision of Services contemplated by this Agreement. The School Board acknowledges that notwithstanding the limited license granted by LTP for use of the LTP Materials as per this Section 7.A, LTP shall have the right to license, modify and/or sell the LTP Materials to other school districts, customers and others in any manner it chooses to do so in its sole discretion.

B. The School Board is expressly prohibited from selling, donating, giving, copying, reproducing or otherwise transferring the LTP Materials to any other school, school districts, organization, or to any other entity or person for any reason whatsoever without the express written permission of LTP. Any such transfer may result, in LTP's sole discretion, in an immediate revocation of the limited license, termination of this Agreement and subject the School Board to potential financial liabilities pursuant to the United States Copyright Act. Nothing contained herein shall be construed in a manner that would cause the School Board to act or fail to act in a manner that would cause the School Board to violate any open records or similar law. Paper copies of eValuate™ may be made by the School Board staff for one-time classroom use provided that all copies are destroyed upon completion of the related assessment activity or lesson. The School Board may retain the Companion Guides provided to the School Board as defined in Attachment A for its own continued use subsequent to any termination of this Agreement, provided that such continued use shall not entitle the School Board to transfer the use to any other school districts, private or public corporation, person or entity, nor shall such right of continued use limit or modify any right of LTP, except as may be necessary to fulfill the obligations of this Agreement. With respect to the testing data and results produced from the administration of eValuate™, the School Board may retain such data and results for its own continued use subsequent to any termination of this Agreement.

8. **INDEMNIFICATION.** LTP shall indemnify and hold the School Board, and its officers, agents, and employees, harmless from and against all claims, damages, and losses arising out of or resulting from LTP's providing or failure to provide any services required under this Agreement, including, but not limited to, any such claim, damage, loss or expense that is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property; provided, however, that LTP's indemnification obligation under this Agreement shall be limited to claims, damages, losses, and expenses to the extent caused by any act or omission of LTP, or anyone directly or indirectly employed by LTP for whose acts LTP may be liable. LTP's indemnification obligation hereunder with respect to any and all claims against the School Board or any of its officers, agents or employees, by any employee or statutory employee of LTP, anyone directly or indirectly employed by any LTP, or anyone for whose acts LTP may be liable, shall not be limited in any way by any limitation on the amount or type of damages, compensation or benefits payable by or for LTP under Worker's Compensation Acts, Disability Benefit Acts or other Employee Benefit Acts, unless otherwise provided by law.

9. **CONTRACT DOCUMENTS.** This Agreement shall consist of this Agreement and the RFP, the Proposal and the Contract, and Attachments A & B, all of which documents are incorporated herein by reference.

10. **REQUIRED PROVISIONS.**

(a) The School Board does not discriminate against faith-based organizations.

(b) All payments will be made by the School Board and not by VDOE.

(c) LTP shall provide the School Board a completed certification in the form attached hereto as Attachment B with regard to each of LTP's employees (and the employees of any

subcontractors) who will have direct contact with students on school property during school hours or during school-sponsored activities prior to such employees performing any Services hereunder.

11. **MODIFICATIONS.** This Agreement may be modified by mutual agreement of the parties in writing. Any such modification shall take the form of an Addendum to this Agreement.

12. **ASSIGNMENTS.** This Agreement shall not be assigned by LTP in whole or in part without the written consent of the School Board, except that LTP may assign this Agreement to a successor entity that acquires, through a corporate reorganization, substantially all of LTP's assets and liabilities.

13. **APPLICABLE LAWS AND COURTS.** This Agreement shall be governed by the laws of the Commonwealth of Virginia and any litigation with respect hereto shall be brought in the courts of the County of Northampton, Virginia. LTP will comply with all federal, state and local laws, rules and regulations and will obtain all necessary licenses, permits and approvals with respect to the Services.

In Witness Whereof, the parties have caused this Agreement to be executed on the day and year first above written.

ATTEST:

EdisonLearning, Inc

Patricia Mysko
Board Clerk

By: [Signature] VP Business
(TITLE) Development

ATTEST:

Northampton County School Board

Patricia Mysko
Board Clerk

By: [Signature]
(TITLE)
Chairman

Attachment A
Northampton High School
Kiptopeke Elementary School

- 1. Diagnostic Review and Report.** EdisonLearning’s Alliance Achievement Team and other EdisonLearning-trained professionals shall conduct a pre-planned visit to Northampton High School (“NHS”) and Kiptopeke Elementary School (“KES”) in October 2011, identifying strengths and weaknesses, examining both quantitative data and qualitative observations in assessing the following areas at NHS and KES: Leadership, Achievement Management (includes Assessment and Data analysis), Instruction, Professional Development, Curriculum, Student Care, Learning Environment, Family and Community (the “Diagnostic”). The Diagnostic shall culminate in a Diagnostic Report of the visit that shall set out the results of the Diagnostic and provide recommended interventions, scheduled to be completed by November 1, 2011.

- 2. EdisonLearning eValuate Assessment System.** EdisonLearning shall offer its eValuate Assessment System (“eValuate”) to NHS and KES beginning in January 2012.
 - A. Features of eValuate.**
 1. Monthly online interim assessments with approximately 25 questions in Reading and Math aligned to Virginia State Standards;
 2. Automated and instantaneous scoring; and
 3. Reporting available with multiple views.

 - B. eValuate Support.** In support of eValuate, EdisonLearning shall:
 1. Provide file format templates for uploading student information;
 2. Work with the District to upload this data;
 3. Provide eValuate support via e-mail and a 1-800 number during normal school hours;
 4. Provide automatic delivery of each month’s assessments;
 5. Provided e-mail updates on software enhancements;
 6. Provide overall hosting and support; and
 7. Provide initial training during the 2011-12 school year to NHS and KES administrators and teachers on using eValuate, with additional training on the use of eValuate, and on the analysis and use of the data eValuate generates, provided, as needed, to school administrators and teachers by the Alliance Achievement Team, throughout the Term of the Agreement.

3. Professional Development.

A. 2011-12 School Year. In accordance with EdisonLearning's professional development programs, EdisonLearning shall provide the following professional development to NHS and KES for the 2011-12 School Year, with costs for attending the professional development training sessions, such as the cost of airfare, hotel and the conference, included in the fee paid to EdisonLearning.

1. 2011-12 School Year Professional Development – Offsite

Summer 2011, Phoenix, Arizona, July 6-8

EdisonLearning Leadership Team Training

- Two-day, off site leadership training at the national EdisonLearning Leadership Institute.
- Attendees: two members designated by the school division

2011-12 School Year

EdisonLearning Leadership Development Academy ("ELDA")

- A two-day national conference in the Fall comprised of leadership training sessions and opportunities to share best practices with other principals.
- Attendees: Principals from NHS and KES

2. 2011-2012 School Year Professional Development – Local and Onsite

Customized Professional Development Program

The specific onsite professional development to be provided during 2011-12 school year will be determined based on the diagnostic review, staff availability and discussions with the Division and principals. A professional development calendar will be developed by November 1, 2011. Typically, the training calendar includes monthly group and weekly individual meetings, weekly leadership team meetings and monthly professionally development with curriculum coordinators (or equivalent position).

B. Professional Development after the 2011-12 School Year

The specific details of the professional development program for KES and NHS for the school years after the 2011-12 school year, currently expected to be similar to that offered in the 2012-13 School Year, are subject to change based on modifications. The costs for attending the professional development training sessions, including the cost for airfare, hotel, and the conference are included in the fee paid to EdisonLearning. In addition, EdisonLearning will reimburse the Division for reasonable out-of-pocket expenses incurred by attendees.

- 4. Reporting.** EdisonLearning shall provide to the Superintendent of the District, or his or her designated representative, a formal annual report on progress at NHS and KES with a performance update and a parent, teacher and student survey. Ongoing interim updates and meetings shall be held with the District's leadership throughout the 2011-2012 school year to ensure that the parties work in partnership on implementation issues and that EdisonLearning provides an update on NHS and KES's progress. The schedule for these interim meetings will be mutually agreed upon by the EdisonLearning Regional General Manager and the District's leadership prior to the commencement of each school year. In addition, EdisonLearning shall provide Monthly Dashboard Reports to the Superintendent and the School Board.

- 5. Consultation and Support.** EdisonLearning shall provide a team of specialists who will provide support and consultative services to NHS and KES no less than four days weekly. Expertise will be provided in turnaround change management and the EdisonLearning Five-Strand Design areas — Leadership, Learning Environment, Pedagogy and Curriculum, Assessment for Learning, and Student and Family Support — with a focus on developing site capacity in the Alliance Schools and improving student achievement in Reading and Math.

EdisonLearning's VPES shall provide the following dedicated support to NHS and KES;

- Work closely with KES and NHS's principal on the VDOE Teacher Evaluation Project
- Act with NHS and KES staff to drive achievement and management plan implementation;
- Regularly assess NHS and KES's progress toward goals;
- Conduct onsite professional development;
- Support leadership development at NHS and KES;
- Work closely with NHS and KES's principal in reviewing data; and
- Conduct PD specifically related to teacher improvement plans.

Further, EdisonLearning shall provide a reading and language arts specialist and a math instruction specialist, both of whom shall provide support to NHS and KES by working with school staff to improve school-wide instruction of those subjects, conducting onsite professional development and working with teachers to analyze and respond to results. The reading and language arts specialist and the math specialist will each dedicate approximately 50% of their support time to NHS and KES. Collectively, the above individuals shall constitute the "Alliance Achievement Team".

These individuals will be providing professional development; coaching, mentoring and doing data-analysis as well as time shall be spent supporting NHS and KES by completing site reports, preparing dashboards, conducting data analysis, preparing

support materials and participating in their own professional development. A Senior VPES for EdisonLearning shall provide oversight and consultation relating to school budgeting, vendor services and community partnerships, and shall coordinate the services provided by EdisonLearning's central and regional offices.

- 6. EdisonLearning Five-Strand Design Implementation** The EdisonLearning Alliance Achievement Team will utilize a suite of tools and resources based on the EdisonLearning Five-Strand Design (collectively, the "EdisonLearning Five-Strand Intellectual Property") including EdisonLearning's Features of an Outstanding School, Five-Strand Implementation Milestones and Implementation Plan templates, that will drive implementation of the Alliance turnaround model in the Alliance Schools. The EdisonLearning Alliance Achievement Team shall work with the Alliance Schools' instructional leaders to develop implementation plans that leverage EdisonLearning's expertise in developing effective plans but conform to local reporting and formatting requirements. The plans will articulate the Alliance Schools' achievement goals, the progress of which will be tracked by on-site EdisonLearning personnel and the Alliance Schools throughout the year using, among other things, eValueate.

In addition, the Alliance Schools will have access to EdisonLearning Five-Strand Intellectual Property materials in the specific strands, based on the needs identified in the Diagnostic and captured in the Alliance School's Implementation Plans. These materials could support the following areas:

Leadership

- Leadership Team development
- Better use of structure, time and teams
- Planning and review processes
- Developing a shared vision and values
- Supporting faculty and learning community teams

Learning Environment

- Developing a values driven code of conduct
- Positive and proactive behavior management
- Creating a nurturing physical environment
- Celebrating achievement
- Student voice

Pedagogy and Curriculum

- Framework for quality instruction
- Core learning skills
- Companion guides
- Curriculum planning to align and pace curriculum to state standards

Assessment for Learning

- School level Dashboards
- School Diagnostic and eValue Assessments
- Quality formal and informal assessments
- Data-driven decision making and action planning

Student and Family Support

- Response to Intervention
- Implementing effective parent, student and teacher learning conferences
- Parent and community engagement
- Student mentors and coaches

- 7. Achievement Management System.** EdisonLearning Alliance Achievement Team shall work with NHS and KES's instructional leaders to develop student achievement plans that leverage EdisonLearning's expertise in developing Student Achievement Plans but conform to local reporting and formatting requirements. The plans will articulate NHS and KES's achievement goals, the progress of which will be tracked by on-site EdisonLearning personnel throughout the year using, among other things, eValue. The Achievement Specialists will work with NHS and KES's principal to develop monthly deliverables that ensure that NHS and KES are on track to meet objectives laid out in the achievement plans.
- 8. Student Management.** EdisonLearning's Alliance Achievement Team shall work with NHS and KES's principals and leadership teams to implement best practices in the area of student behavior management based on NHS and KES's particular needs. Such support could include the development of a student management plan based on the best practices contained in EdisonLearning's Student Management Plan.
- 9. Curriculum and Instruction.** In addition to the EdisonLearning Alliance Achievement Team's general consulting and coaching support to improve the quality of instruction in the classroom, it will also work with NHS and KES's instructional leaders to correlate and align reading and math curricula and instruction to the State's standards and Northampton Public Schools' pacing and Curriculum guides. In addition, EdisonLearning will provide curriculum companion guides.
- 10. School Transformation.** In addition to the support staff described above, EdisonLearning shall provide additional support to the Transformation in NHS and KES respectively. EdisonLearning's Vice President of Educational Services ("VPES) for NHS and KES shall:
 - Advise District administration on recruiting and hiring of NHS and KES's staff.
 - Advise District administration on performance of NHS and KES's staff.
 - Provide recommendation on NHS and KES's staffing structure.
 - Advise and consult on NHS and KES's organization.

The Edison Alliance Achievement Team shall devote 100 percent of its time supporting the Transformation Model at NHS and KES. Time shall be spent on-site providing professional development, coaching, mentoring, observing classroom teachers and doing data analysis. Time shall also be spent supporting the school by completing reports, preparing dash boards, conducting data analysis, preparing supporting materials and participating in their professional development. A Senior V.P. for EdisonLearning shall provide oversight and consultation relating to school budgeting, vendor services and community partnerships, and shall coordinate the services provided by EdisonLearning's central offices.

11. Alternate Governance. EdisonLearning's Alliance Achievement Team shall participate

in a monthly alternate governance meeting with the District's Internal Turnaround Partner and the District Leadership Team. The Senior V.P. for EdisonLearning will help facilitate the leadership of the Alternate Governance Team. In addition, the Alliance Achievement Team shall participate in school level leadership team meetings and other meetings requested by the District or required by the Virginia Department of Education to insure that the grant process, reporting requirements and training are properly administered.

12. District's Responsibilities. The District shall be responsible for providing, maintaining and timely repairing the technology and infrastructure within the District necessary to implement eEvaluate™ at both Alliance Schools, including computer readiness, fully functioning labs, data systems, connections and firewall protection per the minimum system requirements attached as Exhibit 1. The District shall ensure that such technology and infrastructure issues within the District would be resolved in a timely manner to ensure effective implementation of eEvaluate and so as to not negatively impact the ability of students to take their assessments.

The District shall provide student data from the student information system (SIS) in file formats that bridge the District's SIS into the eEvaluate™ system.

The District shall ensure that each Alliance School has a curriculum for all subject areas that is consistent across each grade level and has and maintains adequate materials to support its curriculum.

The District shall provide a workspace for local EdisonLearning personnel in one of the Alliance Schools. The District shall provide adequate and as needed support to local EdisonLearning personnel to ensure that each Alliance School implements the Alliance program.

The District shall use its best efforts to enable Alliance School principals, administrators and teachers to attend EdisonLearning professional development sessions and meetings.

13. Performance Goals. EdisonLearning shall endeavor to achieve the following performance goals in the 2011-2012 school year:

1. KES will achieve state accreditation pursuant to the annual Standards of Learning assessment by the end of the 2011-2012 school year. **(A through R, RFP number 2)**

Grade 3

- a. By June 2012, the SOL Reading performance for 3rd grade students at KES will increase from 64.6% to 75%.
- b. By June 2012, the failure rate for 3rd grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 69%.
- c. By June 2012, the SOL History performance for 3rd grade students at KES will increase from 47.5% to a minimum of 50% or a decrease in failure rate by 10% if higher than 50%.
- d. By June 2012, the SOL Science performance for 3rd grade students at KES will increase from 68% to 70% or better.

Grade 4

- e. By June 2012, the SOL Reading performance for 4th grade students at KES will increase from 71% to 75%.
- f. By June 2012, the failure rate for 4th grade students taking the SOL Mathematics assessment at KES will decrease by 10%. The current pass rate is 77%.
- g. By June 2012, the failure rate for 4th grade students taking the Virginia Studies assessment at KES will decrease by 10%. The current pass rate is 81.3%.

Grade 5

- h. By June 2012, the failure rate for 5th grade students taking the Reading SOL assessment will decrease by 10%. The current pass rate is 80.6%.
- i. By June 2012, the failure rate for 5th grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 71%.
- j. By June 2012, the SOL Writing performance of 5th grade students at KES will increase from 66% to 75%.
- k. By June 2012, the failure rate for 5th grade students taking the Science SOL assessment will decrease by 10%. The current pass rate is 78%.

Grade 6

- l. By June 2012, the SOL Mathematics performance for 6th grade students at KES will increase from 53% to 70%., or show an increase of 10% or better each year.
- m. By June 2012, the Reading performance of 6th grade students at KES will increase from 66% to 75%.

- n. By June 2012, the failure rate for the category of all students in Math at KES will be reduced by 10%. The current pass rate is 72%.
 - o. By June 2012, the SOL US History 1 performance for 6th grade students at KES will increase from 42% to 70%., or show an increase of 10% or better each year.
 - p. By June 2012, the failure rate for the category of all students in Science at KES will be reduced by 10%. The current pass rate is 72.5%.
 - q. By June 2012, the performance of the category of all students in history will make the accreditation benchmark of 70% or better.
 - r. By June 2012, the performance of the category of all students in Writing will increase from 66.1% to 75%.
2. NHS will meet state benchmarks in all academic areas and at a minimum make AYP via Safe Harbor by June 2012. (A through K, RFP number 2)
- a. By June 2012, the English: Reading performance for all students at NHS will increase from 88.7% to 91%.
 - b. By June 2012, the Mathematics performance for all students at NHS will increase from 85.9% to 90%.
 - c. By June 2012, the failure rate for the category of all students in Science at NHS will be reduced by 10%. The current pass rate is 86%.
 - d. By June 2012, the performance of the category of all students in history will be reduced by 10%. The current pass rate is 73%.
 - e. By June 2012, US History will make the accreditation benchmark of 70%.
 - f. By June 2012, the performance of the category of all students in Writing will increase from is 83% to 91%.
 - g. By June 2012, the Edison Turnaround Achievement Team will assist NHS in identifying and implementing strategies and procedures that will increase the number of students who graduate on time.
- Grade 7
- h. By June 2012, the Reading performance for all students in grade 7 at NHS will increase from 75.8% to 91%., or reduce failure by 10% or better each year.
 - i. By June 2012, the SOL Math performance for 7th grade students at NHS will increase from 67% to 90%.,or at a minimum **meet the 70% benchmark or reduce failure by 10% or better each year, whichever is higher.**
 - j. By June 2012, the failure rate for the category of all students in US History II, grade 7 at NHS will be reduced by 10%. The current pass rate is 84.3%.
 - k. By June 2012, the SOL US History II performance for 7th grade students at NHS will increase from 36.6% to 70%.,or show an increase by 10% or better each year.

3. EdisonLearning's Turnaround Achievement Team will make recommendations for best practices and processes for implementation when addressing ability levels among students in reading and early literacy skills. **(RFP number 17)**
4. All Alliance Schools will demonstrate an increase in the percentage of students who achieve pass proficiency rates on SOL assessments for all subgroups. **(RFP number 2)**
5. All Alliance Schools will demonstrate improved achievement for all students with an emphasis on reducing the achievement gaps existing between subgroups of students. **(RFP number 2)**
6. Achievement of annual Adequate Yearly Progress. **(RFP number 2)**
7. Overall student attendance rate will improve annually and exceed the state average. **(RFP number 19)**
8. School-wide discipline infractions will reduce annually by between 10-20%. **(RFP number 19)**
9. The number of parents involved in school activities will increase annually between 10-20%. **(RFP number 8)**
10. The annual goals for 2012-2013 and 2013-2014 will be revisited each year with the expectation that academic growth will be significant enough to ensure that KES and NHS maintain accreditation and, in addition, reduce failure rates by 10% in all tested areas. **(RFP number 2)**

NOTE: It is not the intention of Northampton County Public Schools to terminate this agreement with EdisonLearning after the 2011-2012 school year if every performance goal is not achieved. **However, it is the expectation that Kiptopeke Elementary School makes full State accreditation and that Northampton High School maintains full State accreditation and makes progress towards making AYP for the 2011-2012 school year.** The total effectiveness of EdisonLearning will be reviewed by the school district annually to assess if appropriate progress is being made, which will then determine continuance or discontinuance with EdisonLearning. In addition, the school district realizes that strengths and weaknesses of current staff must be taken into consideration when determining the overall effectiveness of EdisonLearning. Finally, some performance goals may be subject to modification after the Diagnostic Review and Report.

14. **Deviation from RFP Response.** The District acknowledges it is solely responsible for any and all deviations from EdisonLearning's response to the Virginia Department of Education's Request for Proposal, RFP#DOE 2010-03, entitled "Low Achieving Schools Turnaround Partners" and issued October 29, 2009, as reflected in this Scope of Services.

Northampton County Public Schools

By: Walt P. Common

Edison Learning, Inc

By: [Handwritten Signature]

ATTACHMENT B
CERTIFICATION

Full Name of Contractor: EdisonLearning, Inc

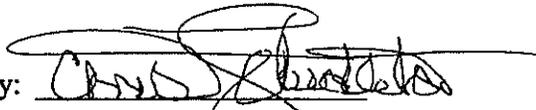
Description of Contract: Lead Turnaround Partner Agreement with Northampton County School Board

As required by Section 22.1-296.1 of the Code of Virginia, the undersigned hereby certifies that none of the persons who will provide services requiring direct contact with students on school property during school hours or during school-sponsored activities has been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse or rape of a child.

I further understand and acknowledge (1) that if I make a materially false statement regarding any of the above offenses, I will be guilty of a Class 1 misdemeanor and (2) that before any person is permitted to provide such services subsequent to this certification, I must complete a new certification regarding such person.

Date: 9/21/11

EdisonLearning, Inc

By: 
VP. Business Development
TITLE

Attachment C
Assurances for Continuation of 1003(g) funding for FY 2009 Tier 1 and Tier 2 SIG schools
Due September 30, 2011

**Requirements: Non-Negotiable(s) for All SIG Tier 1 and Tier 2 Schools for FY 2011-2011 Currently Receiving
FY 2009 SIG Funding**

1. The internal lead partner (ILP) can't be a process manager, but must be a person who has authority over the principal. There must be someone at the table at each and every meeting who has authority over the principal (has direct supervision of the principal).
2. Communication between **the LTP, Superintendent, Principal and the School Board** needs to be clear. To that end, by September 21, submit the plan describing **HOW** communication will take place. At a minimum –
 - a. How will the Superintendent, LTP, ILP (and/or person with authority over the principal) and Principal communicate monthly? Include dates and a meeting agenda template.
 - b. How will the Principal, LTP, ILP (and/or person with authority over the principal), and transformation/school leadership team communicate monthly? Include dates and a meeting agenda template.
 - c. How will the LTP, Superintendent and School Board communicate at least quarterly? Include dates and what will be shared.
 - d. Who are the members of each school's transformation team including the ILP (and/or person with authority over the principal), principal, teachers, and LTP.
3. Lead Turnaround Partners need access to your data. DDOT's should not **refuse** to provide data to LTPs. If they need to discuss how to provide data to an outside LTP and keep within security requirements, your DDOT should contact Shelley Loving Ryder at 225-2936 or Kathleen Smith at 804 786 5819.
4. At least one LTP representative must be at each of the SEA meetings. A representative for each school is not needed. For example, Cambridge needs to send at least one representative, not someone for each of the four divisions. LTPs are welcome to send more than one person.
5. Istation must be used as a monthly assessment for students who have failed an SOL assessment the previous year, special education students reading below grade level, and students at-risk of failing an SOL assessment **UNLESS** they assess as Tier 1 student initially in September or they move into Tier 1 during the year. If appropriate interventions for Tier 2 and 3 students are not available, then a well defined intervention with all needed aspects for fidelity of implementation of the intervention must be provided. Please provide the interventions planned for Tier 1, 2, and 3 students for Reading by September 21, 2011. An example of what is needed is provided below:

Tier 1, 2, and 3 Interventions for Reading

Tier 1 All Students	Achieve 3000 20 minutes twice per week	Accelerated Reader 20 minutes three times per week	
Tier 2 Targeted Small Groups of Students	Reads 180 for targeted groups of students 60 minutes per day 5 days per week	Special Education inclusion, reading instruction in a groups at instructional level 60 minutes per day	
Tier 3 Targeted Individual Students	Istation 20 minutes per day 5 days per week	Wilson Reading 60 minutes per day five days per week	Self Contained Special Education five days per week

6. The ARDT must be used three times per year for students who have failed an SOL assessment the previous year, special education students below grade level, and students at-risk of failing an SOL assessment UNLESS the student assesses at grade level initially in September or the student assesses as grade level during the year. Appropriate interventions for students not on grade level MUST be provided. Please provide the interventions planned for students not on grade level at each Tier (all students, targeted groups of students, targeted individual students) by September 21, 2011.
7. The facilitator will review specific Istation and ARDT data with the principal at each and every visit. For schools new to SIG this year, web conferences will be required.
8. Please use your funding to purchase a microphone and web cam.
9. LTPs need to work with their schools to understand the critical importance of formative assessment. Technical assistance from the LTPs is needed to enable school personnel to explore research regarding the use of formative assessments as diagnostic tools. At a minimum, please delve deeply into these topics:
 - Assessment for Learning
 - Checking for Understanding
 - Uncovering Misconceptions
 - Questioning Techniques
10. Indistar® planning will continue. One and only one school improvement plan will be in place. Every teacher in your school should know, understand, and be able to tell his/her role as it relates to the Indistar® plan. If this isn't the case, make it happen.

11. The Virginia Department of Education (VDOE) has contracted with Casenex, LLC to provide a Web-based data analysis and reporting tool, "The Virginia Dashboard," may be purchased by Virginia public school divisions. The Virginia Dashboard provides a tool for a quarterly data analysis system that may be used by schools and divisions to make strategic, data-driven decisions in order to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school. In addition, this tool will follow those interventions throughout the year to determine their effectiveness. This tool is available on a state contract for \$500 per school. Funds from the FY 2009 1003(g) grant for each identified school may be used to purchase the tool unless the LEA chooses to use other funding. If you are interested please contact Dr. Griffin Fernandez at gfernandez@casenex.com. Quarterly reports will be generated based upon the following minimum school-level data points:

- Student attendance by student on grade level and not on grade level
- Teacher attendance
- Benchmark results by students on grade level and not on grade level
- Reading and mathematics grades by students on grade level and not on grade level
- Student discipline reports by students on grade level and not on
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student Intervention Participation by Intervention Type
- Other indicators can be loaded, if needed

The OSI will permit the LEA to use **one** of the following alternative options to complete a quarterly report:

Please check which your division plans to use:

- New web-based data analysis and reporting tool*** through Casenex, LLC – DATACTION.
(nothing will need to be sent to OSI - we will access the dashboard)
- Completion of the paper format of the OSI Data Analysis Quarterly Report (this was used by schools during the 2010-2011 school year)
- Data reporting tool currently in use in the local educational agency (LEA) provided it includes at a minimum the school-level data points outlined above and is available to the principals immediately following the end of the quarter (no more than three days after the quarter ends)

12. Analysis of the data points from the quarterly reporting system selected by the LEA will be used each quarter to respond to the following questions posted on the **Virginia Indistar® Dashboard** (www.centerii.org) : (Data should be analyzed first by the transformation team and reviewed with the principal. The principal should then report on the data to the Superintendent.)

- Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?
- Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your Indistar® online plan to address or modify your current plan?

- Correspondingly, what Indistar® tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the Indistar® indicators identified above?
- What is the progress of your students needing intervention? Supplemental Educational Services
- (SES) students?
- What specific interventions are being put in place as the result of your data analysis?
- What plan is in place to monitor this process?

13. Checklists for School and Division Teams: The OSI has developed an improvement checklist for both division- and school-level teams that are to be adhered to for the upcoming school year. The checklist for Cohort 1 (2009 recipients) is included as **Attachment F1 for returning schools and F2 for new schools**. The dates of the meetings in Richmond are indicated in the checklist. Please note that the locations will be provided throughout the year.

14. Waiver Request for Schools Implementing the Transformation Model: A Superintendent's email was sent by Dr. Wright to ask you for your comments regarding VDOE's waiver request to the U.S. Department of Education (USED) for schools implementing the Transformation Model. USED has invited states to request a waiver to allow additional time for local educational agencies (LEAs) to develop and implement high-quality teacher and principal evaluation systems in schools receiving SIG funds and implementing a transformation model, as required under Section I.A.2(d)(1)(i)(B) of the final School Improvement Grant (SIG) requirements as published in the federal register in October 2010. Pending USED approval of Virginia's waiver request, those of you implementing the transformation model will be eligible to apply for a waiver for additional time to meet Section I.A.2(d)(1)(i)(B) teacher and principal evaluation system requirement in these schools.

While SIG schools participating in the state performance-pay pilot will already be on schedule to develop and implement teacher and principal systems according to the flexibility allowed under the waiver guidelines, the pilot evaluation system does not require all teachers to participate. According to the final SIG requirements, the teacher and principal evaluation systems must include all teachers at identified schools. Therefore, divisions with SIG schools participating in the pilot may need to request a waiver for additional time to implement the evaluation system for all teachers (and principals). Please note that all divisions are required to implement the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* by July 2012.

In accordance with Section 9401 of the *Elementary and Secondary Education Act of 1965*, school divisions are invited to submit comments about Virginia's submission of a waiver request. Comments may be submitted to Veronica Tate, director, office of program administration and accountability, by Tuesday, September 6, 2011, at veronica.tate@doe.virginia.gov.

Under the final SIG requirements, the teacher and principal evaluation systems must take into account data on student academic growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance, ongoing collections of information on professional practice reflective of student achievement, and increased high school graduation rates. To receive a waiver, SIG schools must agree to the following actions:

A school that began implementing the transformation model during the 2010-2011 school year (cohort 1) and that was not able to complete the development and implementation of its evaluation systems during that year must develop them during the 2011-2012 school year and, at a minimum, pilot them for all teachers and principals no later than the 2012-2013 school year. The piloted systems should be capable of being used for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

A school that begins implementing the transformation model in the 2011-2012 school year (cohort 2) must develop its evaluation systems during that year, pilot them for all teachers and principals during the 2012-2013 school year, and use the system in the school, including for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

WE below have read and understand that continued funding is contingent upon the above assurances.

Walter R. Demore 9/21/11
Superintendent/Date

James R. Coon 9/21/11 NORTHAMPTON HIGH SCHOOL
Principal/Date

~~Chris R. ...~~ 9/21/11
Lead Turnaround Partner/Date

Lead Turnaround Partner/Date

CC: Internal Lead and Process Manager

Once signed, copy to a PDF file and send electronically to Kathleen.Smith@doe.virginia.gov.

A school that began implementing the transformation model during the 2010-2011 school year (cohort 1) and that was not able to complete the development and implementation of its evaluation systems during that year must develop them during the 2011-2012 school year and, at a minimum, pilot them for all teachers and principals no later than the 2012-2013 school year. The piloted systems should be capable of being used for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

A school that begins implementing the transformation model in the 2011-2012 school year (cohort 2) must develop its evaluation systems during that year, pilot them for all teachers and principals during the 2012-2013 school year, and use the system in the school, including for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

WE below have read and understand that continued funding is contingent upon the above assurances.

Walter R. Brown 9/21/11
Superintendent/Date

Larry McDonald 9/21/11 Kiptopeke Elementary School
Principal/Date

~~_____ 9/21/11~~
Lead Turnaround Partner/Date

Lead Turnaround Partner/Date

CC: Internal Lead and Process Manager

Once signed, copy to a PDF file and send electronically to Kathleen.Smith@doe.virginia.gov.

Northampton County Public Schools

Non-Negotiable(s) for All SIG Tier 1 and Tier 2 Schools

Kiptopeke Elementary School SIG Team Members

1. Michael Brickhouse (P.E.)
2. Sue Panek (Reading Specialist)
3. Danita Srodek (Pre-Kindergarten)
4. Lindsey Trier Weiler (Kindergarten)
5. Erica Ramsey (1st Grade)
6. Dulce Yasay (2nd Grade)
7. Stacy Miller (3rd Grade)
8. Deborah Barban (4th Grade)
9. Stacey Bell (5th Grade)
10. Shantell Owens (6th Grade)
11. Mary K English (Special Education)
12. Belinda Rippon (Data Coach)
13. Subrina Parker (Assistant Principal)
14. Gary McDonald (Principal)
15. Annette Gray (Internal Lead – Assistant Superintendent)
16. Amy Shockley (Director of Special Programs)
17. Karen Aita (Mentor Teacher and Title Supervisor)
18. Edison Learning ILP

Northampton High School SIG Team Members

1. Sandy Lewis (Mathematics)
2. English (Andrea Nealon)
3. Sucora Owens (Science)
4. Reuben Quanbeck (Social Studies)
5. Lisa Ojeda (Foreign Language)
6. Cathy Doughty (H&PE)
7. Andrea Alcott (Special Education)
8. Beth Pase (CTE)
9. Angela Smith (CTE)
10. David Warren (Fine Arts)
11. Diane Powers (7th Grade)
12. Jim Conrow (Principal)
13. Ron Yorko (Assistant Principal)
14. Jennifer Kidwell (Assistant Principal)

15. Steve Custis (ESL)
16. Data Coach (TBD)
17. Annette Gray (Internal Lead – Assistant Superintendent)
18. Amy Shockley (Director of Special Programs)
19. Karen Aita (Mentor Teacher and Title Supervisor)
20. Edison Learning ILP

Proposed Building Transformation Meeting Schedule (*Building Meetings*)

Kiptopeke Elementary School	Northampton High School
September 28, 2011	September 12, 2011
October 12, 2011	October 10, 2011
October 26, 2011	November 14, 2011
November 9, 2011	December 5, 2011
December 14, 2011	January 9, 2012
January 11, 2012	February 6, 2012
January 25, 2012	March 5, 2012
February 8, 2012	April 9, 2012
February 22, 2012	May 7, 2012
March 14, 2012	
March 28, 2012	
April 11, 2012	
April 25, 2012	
May 9, 2012	
May 23, 2012	

Bi-monthly meetings are scheduled at Kiptopeke Elementary. Bi-monthly meetings will be considered once Northampton High School has begun the school improvement process. At the present time, monthly meetings are scheduled for Northampton High School.

Agenda Requirements

These meetings will span no less than 60 minutes in length.

The agenda items for each meeting will include:

1. A review of the performance indicators in Indistar,
2. A review of the student data (AIMS Web, Istation, Study Island, etc.),
3. A review of progress monitoring data and
4. A review of teacher data (such as attendance, observations and walk through observations).
5. Timelines
6. Task Assignment (Who does what? When?)

7. Next Steps

*The division transformation team will sit with each SIG Transformation school level team at its monthly or bimonthly meetings.

Division Level Transformation Meetings (*ILP/ELP/Superintendent/Principal*)

All meetings are set for 9:00 a.m.

October 18, 2011
November 14, 2011
December 14, 2011
January 18, 2012
February 15, 2012
March 21, 2012
April 18, 2012
May 16, 2012
June 20, 2012

As the transformation team works to improve academic outcomes for all students, the governance structure established to ensure success for this process is one of collaboration. The governance structure established for KES and NHS requires the administrative staff at the buildings to work collaboratively with the lead turnaround partner and the internal lead partner to implement suggestions and recommendations that are embedded in sound research practices.

Building administration will communicate directly to the internal lead. The division level Transformation Team will meet monthly as outlined above. The principal, internal lead, external lead and the superintendent will engage in open dialogue about the data, what is working, what is not working and etc. at schedule timelines outlined. The agenda items listed above will be utilized at all division transformation meetings.

The Vice President for Educational Services (VPES) of the lead turnaround partner will communicate directly to the internal lead and district administration as outlined above. The internal lead will communicate directly to the superintendent.

It is expected that the administration in each building maintain open lines of communication that is honest and targeted. He or she will communicate information gleaned from the division transformation team to staff and the building transformation team. Additional guidance as needed will be initiated by the internal lead and communicated back to the building administration. Having all directors sitting as

involved members on all school Transformation teams, will allow for communicate that is immediate.

Through the Dashboard, monthly updates regarding the monitoring and progress towards goals and objectives can be accessed by District and school board members. In addition, monthly updates by the lead turnaround partner will be made to our local school board.

The communication to the school board is scheduled to occur based on the following schedule. The starting time for these meetings will be 5:30 p.m.

- October 18, 2011
- November 14, 2011
- December 14, 2011
- January 18, 2012
- February 15, 2012
- March 21, 2012
- April 18, 2012
- May 16, 2012
- June 20, 2012

Tier 1, 2, and 3 Interventions for Reading

Kiptopeke Elementary

Tier 1 (All Students)	Study Island/Reading Eggs Istation Skills Tutor K-1-2 Double Reading Block (60 minutes) Power-Up (Remediation or Extension) Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional)
Tier 2 Targeted Small Groups of Students	Study Island Istation (75 minutes) Skills Tutor K-1-2 Double Reading Block (60 minutes) Power-Up (Remediation or Extension) Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly)
Tier 3 Target Individual Students	Group Size (5-6) Summer Remediation Saturday School (Targeted) Power Up (Intensive/targeted) 45 minutes daily Progress Monitoring with AIMS Web Istation (100 minutes weekly) Study Island

Tier 1, 2, and 3 Interventions for Mathematics

Kiptopeke Elementary

Tier 1 (All Students)	Study Island Skills Tutor Accelerated Math Power-Up (Remediation or Extension) Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) Math Tutors (push in)
Tier 2 Targeted Small Groups of Students	Study Island Skills Tutor Power-Up (Remediation or Extension) I Can Learn Math Bench Mark Assessment Universal Screens (3X Yearly) Math Tutors (push in)
Tier 3 Target Individual Students	Group Size (5-6) Summer Remediation Saturday School (Targeted) Power Up (Intensive/targeted) 45 minutes daily Progress Monitoring with AIMS Web Study Island Math Tutors (push in)

Tier 1, 2, and 3 Interventions for Reading

Northampton High School

Tier 1 (All Students)	Study Island Istation Skills Tutor Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring
Tier 2 Targeted Small Groups of Students	Study Island Istation Skills Tutor Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring Blocked Reading Achieve 3000 (To Be Purchased) In School Support of Tutors
Tier 3 Target Individual Students	Summer Remediation Progress Monitoring with AIMS Web Double Block Reading Istation (100 minutes weekly) Study Island After School Tutoring In School Support of Tutors

Tier 1, 2, and 3 Interventions for Mathematics

Northampton High School

Tier 1 (All Students)	Study Island Skills Tutor Accelerated Math Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring
Tier 2 Targeted Small Groups of Students	Study Island Skills Tutor Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring In School Support of Tutors
Tier 3 Target Individual Students	Summer Remediation Progress Monitoring with AIMS Web Double Block Math Study Island After School Tutoring In School Support of Tutors

Memorandum of Understanding

Between

**Norfolk Public Schools
and
NCS Pearson, Inc.**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") constitutes an agreement between Norfolk Public Schools (the "District" or "Customer") and NCS Pearson, Inc. ("Pearson"). The District desires to engage Pearson to deliver certain professional services as more specifically described below.

I. PROJECT OVERVIEW

Pearson School Achievement Services has made a proposal to implement the Pearson Comprehensive Improvement Model, and Norfolk Public Schools has selected Pearson to be the lead turnaround partner for Lindenwood Elementary School.

Pearson's strategy and planned engagement is built upon the specifications embedded in the Virginia Department of Education's design for Lead Turnaround Partners. This MOU is consistent with that plan and the VDOE approval given to Pearson under award number E-100329-149-099.

II. TERM; TERMINATION. This MOU is effective from the date on which it is executed by Customer and shall remain in force until June 30, 2014.

Service Delivery Term. Pearson will deliver the services described herein during the period commencing on the date of execution and expiring on June 30, 2012. Subsequent to this initial term, the Service Delivery Term shall be extended by written consent of the parties, which written consent includes a mutually agreed upon Scope of Work setting forth the responsibilities of the Parties for year 2 at the VDOE approved unit prices.

III. SCOPE OF SERVICES – INITIAL SERVICE DELIVERY TERM

The services to be delivered by Pearson to the District during the first year of the agreement relating to Stage One of the Comprehensive School Improvement Model will be provided in the following two Phases:

Phase I: Pre-Implementation (start August 2011)*;
Phase II: Stage One Implementation (September 2011 – June 2012)

***NOTE: Due to the late start of implementation, some of the professional development outlined for the Pre-Implementation may be delivered after the start of school.**

A. Schedule of Professional Development for School Year 2011-2012

Phase 1: Pre-Implementation (start August 2011):

Professional Development	Pre-implementation	Implementation Focus
Needs assessment, analyses, customization of reporting process, and reports	6 days	This work involves Pearson staff onsite, and collaboration with the staff at each school
Leadership Retreat	2 days	Development of the Action Plan that comes out of the needs assessment data and sets the stage for the work during the school year. An Orientation of the Comprehensive Improvement Model, roles and responsibilities and implementation expectations. Preparing to conduct the orientation for all staff at the kick-off session before start of school. Fine tuning of safety nets and final placement of students in specific programs. Initial planning for programs like the 25-Book campaign.
Leadership Academy I	3 days	Initial PD on Leading for Change and Standards-Based Instruction.
Standards-Based Instruction • All staff with teaching and learning involvement	1 day	Overview of standards-based instruction to set the stage for on-grade level work during the year.

Phase II: Stage One Implementation (September 2011 – June 2012):

Focus of Stage One Implementation

The overarching priorities for Stage One implementation are:

- Establishing the school leadership team as the primary collaborative team focused on changing instructional practice to ensure that all students meet high expectations
- Initiating the use of instructional routines, classroom rituals, continual formative assessment, and student-centered structures in all core programs with the goal of establishing school wide standards-based instruction
- Instituting a "planning for results" process that focuses on mining formative and summative data in order to identify student needs
- Implementing targeted Tier 2 and Tier 3 interventions for students who are working below grade level

Professional Development	Stage One	Implementation Focus
Orientation <ul style="list-style-type: none"> • Principal • Leadership Team* • All staff 	1 day	A one-day orientation will be conducted for all staff. Participants will be given an orientation to the Comprehensive Improvement Model and an overview of Stage One implementation.
Leadership Academies <ul style="list-style-type: none"> • Principal • Assistant Principal(s) 	3 days	The Leadership Academy will describe the Stage One leadership expectations needed to implement the Model and the roles and responsibilities of the principal and members of the school leadership team, including monitoring of elements of the Implementation Expectations, use of student data to place students in appropriate interventions and supports, and effective implementation of instructional strategies and programs across the school.
Leadership Networks <ul style="list-style-type: none"> • Principal • Assistant Principal(s) or Leadership Team Member 	6 sessions	Leadership Networks provide professional development and training in the core components of the Comprehensive Improvement Model. The Networks will focus on implementation issues, problem solving and key leadership content, including: <ul style="list-style-type: none"> • Standards-based instruction and developing rigor in core courses: comprehensive standards-aligned reading and writing, including skills, vocabulary, and language development, and teaching for conceptual understanding • Tier 2 and Tier 3 Intervention: Misconceptions and gaps in student learning • Assessment System: The ARO system as a guide to using data to guide instruction • Managing Change: Leadership and reform • Planning for Results: Working with the district and state data as well as formative assessment data to drive results
Literacy Institutes – Core Pre-K-3 <ul style="list-style-type: none"> • Coach plus one teacher from each of grades K-3 	6 days	This professional development is designed to assist teachers in developing and strengthening the oral language, and reading and writing skills of elementary school students. The literacy training incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop.
Literacy Institutes – Core 4 and 5 <ul style="list-style-type: none"> • Coach plus one teacher from each of grades 4 and 5 	6 days	

Professional Development	Stage One	Implementation Focus
		<p>model. The approach to reading focuses on establishing all students as independent readers by no later than 3rd grade. The training adopts a comprehensive approach that includes skill development as well as students' development of the habits and behaviors of effective independent readers.</p> <p>Support for the writing program includes genre studies designed for grades K through 5 that are aligned with the genre studies used in middle school. Standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. The studies also provide instructional models from which teachers may develop their own curriculum units. Training will also focus on strengthening Readers and Writers Workshop structures. The coach and teachers will be expected to create demonstration classrooms for onsite training at their school site. The coach will utilize these demonstration classrooms to train teachers across each grade.</p>
<p>Math Institutes – Pre-K–2</p> <ul style="list-style-type: none"> • Coach plus one Lead Teacher from each of grades K–2 	<p>4 days</p>	<p>The K-2 professional development is designed to introduce the mathematics workshop model to primary teachers and support their initial implementation. Teachers who attend this professional development will be able to:</p> <ul style="list-style-type: none"> • Implement Rituals and Routines, math "notebooks" and "journals" (adapted for primary students) in the context of lessons • Use formative assessment to differentiate student needs • Improve mathematical discourse by using talk strategies • Deliver lessons developed around the idea of counting, number recognition or MN lessons • Plan other lessons using their adopted program and lesson planning templates
<p>Math Institutes – Grades 3-5</p> <ul style="list-style-type: none"> • Coach plus one Lead Teacher from each of grades 3-5 	<p>5 days</p>	<p>The Math Institute in Stage One provides an emphasis on an approach to teaching mathematics that combines skills, problem-solving, and conceptual understanding. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The Math Coach will be expected to create demonstration classrooms onsite at each grade.</p>

Professional Development	Stage One	Implementation Focus
		The Math Institute will provide practice in specific elements of the Model approach to teaching mathematics for participants to take back and work on in their classrooms during the intervening periods. The institute sessions incorporate in-classroom modeling and coaching strategies to provide hands-on experience for participants to build upon in their school.
Coaching Institute	2	The Institute will focus on strengthening the skills of coaches and instructional support personnel and is organized around three themes: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture.

* **Leadership Team:** The role of the Leadership Team is to coordinate and monitor implementation of the Model. Its membership should include the Principal, Assistant Principal(s), Department Heads, Coaches, Parent and Community Outreach Coordinator, and appropriate representatives of English as a Second Language and Special Education.

**TA: These training sessions will be delivered at the school and will be included as part of the school's on-site technical assistance.

Note on scheduling: The School/District agrees to work with Pearson in order to develop a mutually agreed to schedule for professional development training and onsite technical assistance. All of the offsite workshops and seminars described above will be part of regularly scheduled Pearson programs and may include participants from other schools and other school districts. Professional development training for each subject area will be delivered to participants from the participating schools as a group. Pearson will work with the schools to schedule the professional development described above during the school year 2011-12. No professional development days carry over to year 2. In addition, any day of onsite technical assistance, as provided herein, that is scheduled and not canceled at least two business days in advance will not be rescheduled and will be counted as delivered. Any notification of cancellation must be submitted to the assigned field specialist or the appropriate Regional Office.

B. Onsite Technical Assistance

Field specialists will continue to work directly with each school's Leadership Team to provide onsite technical assistance, coaching, and support. The field specialist(s) will provide technical assistance services to the school, incorporating job-embedded professional development and coaching, planning, monitoring, and reporting.

The number of days of onsite technical assistance provided to each Designated School is 120 days.

C. Other Services and Resources

1. Annual National Conference

The National Conference is available to staff from participating network schools and districts (registration fees are not included in this Scope of Work). The three-day conference will feature national and international experts on educational reform and improving student performance. It will also highlight

student work from the schools in the network, present topics and workshops on standards-based comprehensive school reform, and provide an opportunity to collaborate on implementation issues with other schools.

2. Community of Learning

The Community of Learning ("COL") is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson Comprehensive Improvement Model and Instructional Solutions. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, blackline masters of assessments, scoring templates, videos and other handouts. Implementation tools *that are available only on the COL* are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System (see below). All files are posted in formats compatible with Microsoft Office – Word, PowerPoint, Excel – as well in Portable Document Format (PDF) files. Users of the COL will need broadband access, Adobe Flash Player 10.0 or higher and/or QuickTime Player 5.0 or higher to view downloadable videos.

In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts.

3. Assessments and Reports Online

If/when either of the Navigator programs is implemented, the schools will use the Assessments and Reports Online (ARO) system provided at no additional cost. The web-based ARO system is both an online student testing system and a robust reporting mechanism that provides progress monitoring, instructional direction and growth analysis for Mathematics Navigator and Literacy Navigator. Reports are available immediately after students conclude testing or when data is uploaded from paper/ pencil administrations of assessments. The reports are real-time actionable instructional guidance to teachers and students and satisfy requirements of federally defined criteria for progress monitoring. Reports can be generated at individual student level and at any level of aggregation up through user organization. They can be customized by any descriptive information (e.g. AYP subgroups) that users upload into the system. Students may take the tests online, but if preferred, the same tests can also be administered to students using traditional paper & pencil. Test responses from traditional administrations need to be either scanned or keyed into a spreadsheet file and sent to Pearson to be uploaded into ARO so that teachers and administrators can still have the full benefit of ARO's reporting features. Note that the responsibility for translating paper and pencil test results into uploadable electronic data is solely the responsibility of the district and/or school.

The ARO system is a fully Internet-based system. The system houses all the data in addition to the application programs. Users are not required to store any data or install any software on their computers. The only requirements are an Internet connected computer that runs one of the supported browsers, which include Safari, Firefox, or Internet Explorer. At this time Pearson does not offer a local test delivery or data storage option.

4. Continuation

The mutually agreed upon Scope of Work related to implementing subsequent stages of the Model will be provided upon extension of the Service Delivery Term of the MOU between Pearson and the District.

D. Service Delivery Assumptions

Successful implementation of the Model requires that schools and school districts agree to the following for all schools involved in the implementation effort:

1. Ensure participation by the school and designated school/district staff involved in the program, including attendance at professional development training sessions, meetings, networks, and other related events. In addition, the school agrees to send a team of staff members to the annual National Conference (registration fees, travel and related costs are not included herein).
2. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Client, at its sole discretion.
3. Acquire teacher training materials for staff attending the professional development training as described in section III(A) above.
4. In order for designated school staff to have online access to materials and tools regarding the program, each school must provide all information requested by Pearson for the online Community of Learning system. Required information includes the full name, email address, and role (e.g., literacy coach) of each participant. It is also recommended that each school provide this information for other faculty or Customer's staff participating in the program. Pearson reserves the right to deny any individual access to the Community of Learning system at its sole discretion.
5. Fully implement the literacy components of the initiative:
 - For implementation of the literacy program:
 - Acquire student and teacher support materials for Foundation Studies and Genre Studies.
 - Implement the Developmental Reading Assessment (DRA).
 - For implementation of Literacy Navigator if/when the program is deemed appropriate for implementation during Stage 1:
 - Schedule time for students to participate in the intervention during school and/or after school hours.
 - Acquire the student materials needed to support implementation of the Literacy Navigator program.
 - Administer the pre- and post-tests to students for each module completed.
 - Collect data on student performance.
6. Fully implement the mathematics components of the initiative:
 - For implementation of the mathematics program:
 - Acquire student and teacher support materials.
 - For implementation of Mathematics Navigator if/when the program is deemed appropriate for implementation during Stage 1:
 - Schedule time for students to participate in the intervention during school and/or after school hours.
 - Acquire the student materials needed to support implementation of the Mathematics Navigator program.
 - Administer the Mathematics Navigator screener to determine which students should be involved in the intervention.
 - Administer the pre- and post-tests to students for each module completed.
 - Collect data on student performance.
7. Administer the appropriate assessments to students to guide the placement of students in interventions if/when mutually agreed as appropriate. These assessments are:
 - Mathematics Navigator screener
 - Literacy Navigator level locator
8. In addition, schools will collect additional diagnostic information to guide the placement of students in interventions, using available formative assessments. Results from these assessments will be used to plan for appropriate interventions to move students along the college and career readiness pathways. Also, the data will serve as a base line for evaluating student progress over time.

9. **To the extent permitted by applicable laws, the District agrees to provide the Pearson evaluator with the results of the administration of the Developmental Reading Assessment and any other assessments used in the Model; to administer a set of survey research instruments to faculty and students; to provide other relevant student data; and to allow researchers to visit the participating schools to interview faculty members and observe classes and other school-related activities.**

IV. FEES & PAYMENT

A. FEES

The estimated fees* for the services set forth in Section III above shall be as follows:

Description	Unit Price Per Student	# Students		Extended Price
For Lindenwood ES:			\$	
Phase 1: Pre-implementation	\$184	385	\$	63,140
Phase 2: Implementation of Stage One	\$700	385	\$	269,500
			\$	
TOTAL ESTIMATED FEES				\$ 332,640

*The services fees will be based on the official 30-Day Count enrollment at the above applicable Unit Price. Enrollment figures for billing purposes will be based upon the enrollment for each applicable school as reported by the District to the VADOE for the current school year. The District will provide such final student enrollment numbers to Pearson on or before September 15, 2011. A one-time retroactive adjustment to the price reflecting the final enrollment will be made on the first invoice issued after receipt of numbers from the District.

District agrees to provide to Pearson a purchase order indicating the District's reference number, payment address and contact information. Purchase Orders should be sent to:

NCS Pearson, Inc.
 Attn: Contracts Office
 1919 M Street, NW, Suite 310
 Washington, DC 20036

B. PAYMENT:

Pearson will issue invoices in accordance with the following schedule:

Monthly for the period August 1, 2011 to June 30, 2012

Lindenwood

*Phase 1 * 62,812*

*Phase 2 * 268,100*

\$330,912

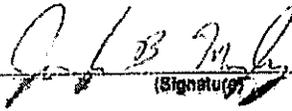
Pea

** 383 students 9/21*

V. ACCEPTANCE

By Customer's acceptance of the MOU, which shall be acknowledged by Customer's provision of a purchase order or other confirmation of Customer's placement of an order for the services described herein, Customer agrees to purchase, and Pearson agrees to furnish the Services described herein.

This MOU is agreed to and accepted by Pearson and Customer by their duly authorized representatives as of the date of the last signature below.

NORFOLK PUBLIC SCHOOLS (Name of Customer)		NCS PEARSON, INC.	
By:	 (Signature)	By:	 (Signature)
Print Name:		Print Name:	Joseph B. Murphy
Title:		Title:	Vice President, Business Manager
Date:		Date:	July 25, 2011
Contact:	Dr. Natalie Halloran	Contact:	Pat Whiteaker, Contracts Office
Address:	800 East Main Street	Address:	1919 M Street, NW, Suite 310
Phone:	Norfolk, VA 23510	Phone:	Washington, DC 20036
Fax:	757-628-3994	Fax:	202-783-3668/202-378-2173
Email:	757-628-3820	Email:	202-783-3672
	nhallora@npsk12.com		pwhiteaker@amncaschoice.org



Norfolk Public Schools
 Department of Purchases & Supply
 800 East City Hall Avenue, Room 1205
 Norfolk, Virginia 23510-2723
 Tel: (757) 628-3880 FAX: (757) 628-3871
 e-mail: dps@nps.k12.va.us
 Tax Exempt #54-6001460

ORIGINAL Purchase Order

Fiscal Year 2012 Expiration Date Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.	CHANGE ORDER #
Purchase Order # 21200530	000

BILL TO

ACCOUNTS PAYABLE
 800 E. CITY HALL AVE
 ROOM P-03
 NORFOLK VA 23510-2723
 757-628-3883

VENDOR

NCS PEARSON INC
 1919 M STREET
 SUITE 310
 ATTN CONTRACTS OFFICE
 WASHINGTON DC 20036
 US

SHIP TO

COMPENSATORY EDUCATION PROG
 800 E. CITY HALL AVE
 ROOM 709
 NORFOLK VA 23510-2723
 757-628-3951

Retain this purchase order for proof of tax exemption. Delivery must be made within doors of specified destination during normal working hours. Carriers will confirm with Ship To contacts prior to delivery.

Vendor Phone Number		Vendor Fax Number		Requisition Number		Delivery Reference	
800-627-7271		800-632-9011		21201005		DR. NATALIE HALLORAN/FLEMING	
Date Ordered	Vendor Number	Date Required	Freight Method/Terms		Department/Location		
09/21/2011	1021		F.O.B. Destination unless otherwise noted in the body of the PO/Contract.		COMPENSATORY EDUC PROGRAM		
Item#	Description/Part No.			Qty	UOM	Unit Price	Extended Price
	Lindenwood ES						
	@(Ltrim (" THE TERMS AND CONDITIONS CONTAINED IN")) RFP#DOE 2010-03 APPLY TO THIS ORDER AND SUPERSEDE ANY PRE-PRINTED TERMS THAT MAY APPEAR ON THE CONTRACTOR'S FORMS, THIS PURCHASE ORDER AND ANY ATTACHEMENTS. ALL INVOICES FOR PAYMENT MSUT BE SUBMITTED TO THE ADDRESS SHOWN ON THE PURCHASE ORDER ALL PAYMENTS WILL BE MADE BY THE ORDERING ENTITY AND NOT BY VIRGINIA DEPT OF EDUCATO @(Ltrim ("IN "))						
1	PHASE 1: PRE-IMPLEMENATION FOR TOTAL STUDENT COUNT OF 383			383	Each	\$164.00	\$62,812.00
2	PHASE 2: IMPLEMENATION OF STAGE ONE, STUDENT COUNT OF 383 YEAR 1 CONTRACT SERVICES FOR SCHOOL IMPROVEMENT SUPPORT (LINDENWOOD ES) PER DR. NAT ALIE HALLORAN. THANKS			383	Each	\$700.00	\$268,100.00

Vendor Self Service (view POs, Invoices, Checks & 1099 info) and NPS Purchase Order terms & conditions are available online at www.nps.k12.va.us/purchases.

PURCHASE ORDER TOTAL **\$330,912.00**

By 
 Senior Director Purchases & Supply

Norfolk Public Schools
Current Student Enrollment by Ethnicity

2011-12

Elementary Schools

	Afr/Am	%	White	%	Hisp	%	Asian	%	Amind	%	Multi	%	Pact	%	Sum:
BAY VIEW ELEMENTARY SCHOOL	197	26%	381	50%	76	10%	13	2%	9	1%	77	10%	6	1%	759
BERKLEY/CAMPOSTELLA EARLY CHI	241	96%	2	1%	4	2%					4	2%			251
CALCOTT ELEMENTARY SCHOOL	134	28%	242	50%	44	9%	9	2%	4	1%	48	10%	2	0%	483
CAMP ALLEN ELEMENTARY SCHOOL	232	43%	155	29%	60	11%	29	5%	4	1%	50	9%	4	1%	534
CAMPOSTELLA ELEMENTARY SCHOC	666	96%	7	1%	8	1%	1	0%	1	0%	9	1%			692
CHESTERFIELD ACADEMY	517	93%	10	2%	8	1%			3	1%	18	3%			555
COLEMAN PLACE ELEMENTARY SCH	600	76%	90	11%	36	5%	17	2%	4	1%	40	5%	3	0%	790
CROSSROADS ELEMENTARY SCHOOL	293	47%	204	33%	63	10%	14	2%	3	0%	49	8%	1	0%	627
EASTON PRESCHOOL	107	59%	51	28%	13	7%	2	1%			9	5%			182
FAIRLAWN ELEMENTARY SCHOOL	259	58%	93	21%	51	11%	13	3%	2	0%	29	6%	3	1%	450
GHENT SCHOOL	230	41%	250	44%	17	3%	5	1%	1	0%	62	11%	1	0%	566
GRANBY ELEMENTARY SCHOOL	395	60%	162	25%	44	7%	15	2%	5	1%	32	5%	4	1%	657
INGLESIDE ELEMENTARY SCHOOL	499	83%	52	9%	17	3%	5	1%	2	0%	25	4%	4	1%	604
JACOX ELEMENTARY SCHOOL	635	97%	3	0%	10	2%			1	0%	9	1%			658
LARCHMONT ELEMENTARY SCHOOL	112	19%	371	64%	17	3%	26	4%			48	8%	5	1%	579
LARRYMORE ELEMENTARY SCHOOL	355	58%	134	22%	58	9%	20	3%	9	1%	35	6%			611
LINDENWOOD ELEMENTARY SCHOOL	348	91%	10	3%	12	3%	3	1%			10	3%			383
LITTLE CREEK ELEMENTARY SCHOOL	325	44%	217	29%	95	13%	25	3%	12	2%	68	9%	4	1%	746
MONROE ELEMENTARY SCHOOL	400	89%	14	3%	9	2%			3	1%	23	5%			449
NORVIEW ELEMENTARY SCHOOL	359	72%	26	5%	47	9%	17	3%	2	0%	46	9%			497
OCEANAIR ELEMENTARY SCHOOL	284	53%	112	21%	85	16%	4	1%	2	0%	42	8%	2	0%	531
OCEAN VIEW ELEMENTARY SCHOOL	205	36%	218	38%	60	11%	8	1%	4	1%	67	12%	8	1%	570
P.B. YOUNG SR. ELEMENTARY SCHOL	416	98%	2	0%	2	0%	1	0%			4	1%			425
POPLAR HALLS ELEMENTARY SCHOL	231	64%	56	15%	25	7%	16	4%			32	9%	3	1%	363
RICHARD BOWLING ELEMENTARY SC	524	95%	6	1%	11	2%			2	0%	5	1%	1	0%	549
SEWELLS POINT ELEMENTARY SCHOC	247	37%	256	38%	73	11%	9	1%	2	0%	72	11%	6	1%	665
SHERWOOD FOREST ELEMENTARY S	341	52%	180	28%	40	6%	28	4%	2	0%	59	9%	2	0%	652

*