

**COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
REQUEST FOR PROPOSAL (RFP)**

Issue Date: June 14, 2013 RFP# DOE-LASTP-2013-04

Title: Low Achieving Schools Turnaround Partners

Commodity Code: 92471 - School Operation and Management Services

Issuing Agency: Commonwealth of Virginia  
Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219

Using Entity And Location: Virginia Public School Divisions and Other State or Local Public Educational Bodies Requiring Such Services

Initial Period of Contract: October 1, 2013 - September 30, 2016 (Renewable)

Sealed proposals will be received in the Procurement Office until 2 p.m., August 15, 2013 for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All inquiries, questions, and requests for information should be directed via e-mail to [ann.sells@doe.virginia.gov](mailto:ann.sells@doe.virginia.gov) or by phone at 804-225-2067.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14<sup>TH</sup> STREET, RICHMOND, VA, 23219, 21<sup>ST</sup> FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF ANN SELLS (See Section IX, 3. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name and Address of Firm:

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Date: August 12, 2013

By: [Signature]  
(Signature in Ink)

Name: S.A.M. HAGMANI  
(Please Print)

Title: CEO

Telephone Number: (781) 915-0059

**PREPROPOSAL CONFERENCE:** An optional pre-proposal conference will be held on, July 09, 2013, at 10:00 a.m. in the Jefferson B Conference Room on the 22nd floor of the Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, Virginia 23219. (Reference: Section VII herein.) If special ADA accommodations are needed, please contact Ann Sells via email: [ann.sells@doe.virginia.gov](mailto:ann.sells@doe.virginia.gov) or by telephone at 804-225-2067.

**Note:** This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.



# Low Achieving Schools Lead Turnaround Partner

RFP# DOE-LASTP-2013-04

July 2013

Commonwealth of Virginia Department of  
Education



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**101 North 14th Street, 21st Floor Richmond, Virginia 23219**

# Signature

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Name and Address of Firm:	Date: August 12, 2013
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Suite 100, North Lobby	
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Westwood, MA 02090	Title: President
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# Contents

Chapter Title Page

**Cover Letter** i

**1 Attachment A - LTP Option(s) and School Level(s) Covered by Offeror's Proposal** 1

**2 Written Summary Statement** 2

2.1 Experience in providing these services \_\_\_\_\_ 2

2.2 Verifiable data demonstrating effectiveness \_\_\_\_\_ 4

2.2.1 Chambliss Elementary School, Sussex County, Virginia - 2010 to 2013 \_\_\_\_\_ 4

2.2.2 Prince Edward High School, Prince Edward County, Virginia - 2010 to 2013 \_\_\_\_\_ 5

2.2.3 New York City Department of Education – 2006 to 2011 \_\_\_\_\_ 6

2.2.4 Hartford, New Haven, and Bridgeport, Connecticut – 2006 to 2012 \_\_\_\_\_ 7

2.2.5 Jersey City, New Jersey – 2010 to 2012 \_\_\_\_\_ 8

2.2.6 Newark, New Jersey – 2010 to 2012 \_\_\_\_\_ 9

2.2.7 London Borough of Islington – 2000 to 2012 \_\_\_\_\_ 10

2.3 Key staff and additional resources \_\_\_\_\_ 11

**3 Approach to meeting each of the mandatory requirements** 16

3.1 LTP Excluding Management \_\_\_\_\_ 16

**4 Attachment B – Required Tables for “LTP Excluding Management” Options** 21

**5 References** 24

**6 Attachment D – Small Business Subcontracting Plan** 26

**7 Attachment E – State Corporation Commission Form** 29

**8 Attachment F – Pricing Schedule** 30

**Appendices** 31

Appendix A. Optional additional services \_\_\_\_\_ 32

A.1 Summer Leadership Institutes \_\_\_\_\_ 32

A.2 Teacher Summer Professional Development \_\_\_\_\_ 33

A.3 Study Tour to the London Borough of Islington \_\_\_\_\_ 33

A.4 The Tripod Assessment Program \_\_\_\_\_ 34

A.5 Common Priorities Program \_\_\_\_\_ 39

A.6 Assessment for Learning \_\_\_\_\_ 39

A.7 Effective Classroom Observation (ECO) \_\_\_\_\_ 40

A.8	Program Management _____	42
A.9	Sourcing and Procurement _____	42
A.10	Organizational Change _____	43

# Cover Letter

August 12, 2013

Cambridge Education LLC is pleased to submit a proposal in response to RFP# DOE-LASTP-2013-04-250020. It is our understanding that the Virginia Department of Education (VDOE) is seeking vendors to provide comprehensive and coherent school improvement services and supports for a select cohort of Title I Priority schools throughout Virginia.

We have led and managed school improvement projects in over **90 school districts across 24 states and worked in over 2,500 schools**. Using our research-based and successfully tested School Quality Review process, performance evaluation tools, and improvement strategies as a starting point, we have advised schools, districts, and states on the design and implementation of comprehensive plans for district and school improvement.

In 2010, we had the privilege of being selected as Lead Turnaround Partner for **6 priority schools in 4 Virginia school divisions**. In each of the schools we worked in close partnership with the VDOE, division central office personnel and the school administration and faculties to affect positive change in both the culture and achievement levels of the schools. Two of our partner schools—Chambliss Elementary in Sussex County and Prince Edward County High School in Prince Edward County—**attained full accreditation status during our partnership** and have maintained that status for two consecutive years, resulting in their removal from Priority status. Our four other Virginia turnaround schools had measurable improvements in various areas of school performance and are moving towards their achievement targets.

Our success in school turnaround is based on three key principles for working with low performing schools:

- **Developing a Shared View of School Improvement.** Cambridge Education believes that a successful school turnaround process requires the school, school division, and Cambridge to have a shared agreement on the challenges facing the school, and a collaborative approach to addressing those challenges. Towards that end, we begin with a Collaborative School Quality Review (CSQR) in which personnel from the school, school division, and Cambridge Education review the work of the school to jointly identify strengths and weaknesses, and develop a plan to enhance the systems and processes that are working well in the school, and transform conditions that are lowering school performance.
- **Optimizing Resources.** We recognize that Priority schools typically have a multitude of resources being provided by the school division and state, and they need to work with a turnaround partner that will help them optimize these resources and collaboratively find solutions to the challenges they face. The schools don't need to just work harder. They need a partner to help them work smarter.

- **Building Internal Capacity.** Helping schools create and sustain success is a prime directive for Cambridge Education in working with low performing schools. We believe that the key to achieving sustainability is building the school's capacity through the development and maintenance of efficient and effective Professional Learning Communities and a continuous process for professional development. We provide schools with a framework from which they build strong PLCs and we provide professional development using a "teachers teaching teachers" model that makes teachers accountable for their own learning and professional growth.

Our approach to school turnaround both in the US and internationally is based on the following assumptions about the nature of successful turnaround efforts:

1. The partnership between Cambridge Education and the school, division, and state must begin with a **clearly defined and commonly understood set of expectations for each of these parties** that are continually communicated throughout the partnership.
2. There must be a commonly agreed set of key performance indicators for Cambridge Education, the school and the school division, and **rigorous monitoring of progress** towards the attainment of these indicators.
3. Cambridge Education **must have access to information vital to school improvement**, including, but not limited to student and teacher performance data, and **input into decision-making to recommend and implement changes** necessary to school improvement, based on that data.
4. The state and school division will engage in a structured communication process that allows both Cambridge Education and the turnaround partner schools to **raise issues that are negatively impacting the turnaround process and facilitate rapid action to address the issues.**
5. The focus of Cambridge Education's school improvement efforts will be on **building the school and school division's capacity for high achievement over the long term**, rather than a reliance on programmatic quick fixes or short-term gains in performance.

In addition, Cambridge Education believes that successful school turnaround requires transformation of the school's culture. Research shows that **80% of successful change is about the how**, and only 20% about the what; hence, merely changing the school's structure will not have an impact unless the underlying culture of the school is changed. In transforming culture, people change the meaning they give to themselves and to the institution in which they work.

Cambridge Education brings a customized approach to this type of cultural transformation that focuses on winning the hearts and minds of all stakeholders and gaining their commitment to and active involvement in the change, and we bring a team of consultants who have the experience and expertise to achieve these outcomes.

We are excited to once again have the opportunity to be a selected Lead Turnaround Partner and look forward to continuing our collaboration with the VDOE to bring about transformation in Priority schools in the Commonwealth.

VDOE may contact the following individual pursuant to this proposal:

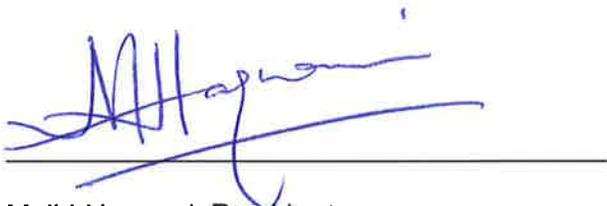
Lorraine McAteer

[Lorraine.mcateer@camb-ed-us.com](mailto:Lorraine.mcateer@camb-ed-us.com)

(973) 912-7539

Thank you and we look forward to hearing from you.

Best regards,



Majid Haquani, President

# 1 Attachment A - LTP Option(s) and School Level(s) Covered by Offeror’s Proposal

**Section IV B.2, pg. 7**  
**Attachment A**

Offeror’s Proposal must include at least one or more of the following option/school level combinations:

1. “LTP Excluding Management” Option for Elementary Schools
2. “LTP Excluding Management” Option for Middle Schools
3. “LTP Excluding Management” Option for High Schools
4. “LTP Full Management” Option for Elementary Schools
5. “LTP Full Management” Option for Middle Schools
6. “LTP Full Management” Option for High Schools

Offeror must indicate the option/school level combination(s) addressed by the offeror’s proposal by entering “x” in the appropriate cells in the table below.

Offeror Name: Cambridge Education

	Elementary School - high grade 5	Middle School - high grade 8	High School - high grade12
“LTP Excluding Management” Option	X	X	X
“LTP Full Management” Option			

## 2 Written Summary Statement

*Section IV B.3a, pg. 7*  
*Experience in providing the same or similar services contemplated herein*

### 2.1 Experience in providing these services

Our approach to school transformation (outlined in the introduction to section 3) is based on the belief that the development of **strong working partnerships and actively engaging all stakeholders** are fundamental in transforming schools and districts. Our starting point is to assist schools in identifying what they are doing well and what needs to be improved using our **Collaborative School Quality Review process** (also described later in section 3).

Cambridge Education (CE) is **well qualified** to be a Lead Turnaround Partner (LTP) due to the breadth and depth of experience and expertise gained as school and district transformation providers, advisors and consultants from numerous assignments throughout the world and most importantly in the US.

Since 2002 our team has led and managed school transformation projects in over **90 districts** across **24 states** and **worked in over 2,500 schools**. Using our research-based evaluation tools and improvement strategies as a starting point, we have advised schools, school districts, and state departments of education on the design and implementation of comprehensive plans for district and student improvement. A sample of our experience in school improvement work in the US is provided in Table 2.1

Table 2.1: Summary of relevant CE experience

State	Overview of experience
<b>California</b>	<ul style="list-style-type: none"> <li>• Provided strategic planning and development as School improvement partner to a number of districts including: Oakland, Pomona, Sacramento City, Santa Ana, Inglewood and Charter School organizations.</li> <li>• Designed and implemented Charter School Site visit Program for California State Department of Education and California Charter School Association.</li> <li>• Provided leadership training and development and curriculum audits for Sacramento USD and The Alliance of College-Ready Public Schools</li> </ul>
<b>Colorado</b>	<ul style="list-style-type: none"> <li>• Served as a Learning Environment Lead Partner for the state Department of Education</li> <li>• Served as support partner to a range of School Improvement Grant Schools including strategic planning and implementation</li> </ul>

State	Overview of experience
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Strategic planning and implementation as School and District Improvement in 18 Districts and over 150 schools</li> <li>• Designed and implemented Teacher Evaluation in a number of districts.</li> <li>• Strategic Leadership training and development in Bridgeport, Hartford and New Haven</li> <li>• Designed and implemented Executive Coaching program for Connecticut State Department of Education and EASTCON</li> </ul>
<b>Georgia</b>	<ul style="list-style-type: none"> <li>• Provided services for Strategic Planning, School Quality Reviews, Accelerated Improvement Planning and Assessment for Learning in Fulton County. Comprehensive School Partner Renaissance School</li> </ul>
<b>Florida</b>	<ul style="list-style-type: none"> <li>• Provided professional development and leadership training related to Teacher Evaluation for over 20,000 teachers in 300+ schools in five counties including: Hillsborough, Polk, Pinellas counties</li> </ul>
<b>Illinois</b>	<ul style="list-style-type: none"> <li>• Served as Learning Improvement Lead Partner for the state Department of Education</li> <li>• Currently serving as LTP for Cahokia High School in a three-year project SIG funded by the Illinois State Board of Education (ISBE)</li> </ul>
<b>Indiana</b>	<ul style="list-style-type: none"> <li>• Served as collaborative evaluators of low-performing schools for the Indiana State Board of Education</li> <li>• Facilitated school design and district improvement reform in Warsaw.</li> <li>• Served as “Thought Partner” to the state’s teacher and principal evaluation program</li> </ul>
<b>Massachusetts</b>	<ul style="list-style-type: none"> <li>• Conducted School and District Quality Reviews across the state</li> <li>• Served as professional development provider for Common Priorities Program and teacher evaluation implementation</li> <li>• Designed and implemented a number of statewide policies, processes and procedures for the state’s Department of Elementary and Secondary Education including: Level 4 Strategic Management Planning, Professional Learning Communities and Learning Teams – Collaborating for student success</li> </ul>
<b>Michigan</b>	<ul style="list-style-type: none"> <li>• Currently serving as District and School Improvement Partner in Benton Harbor</li> <li>• Provided district reform support and currently serving as LTP in Grand Rapids, including strategic planning, and designing and implementing Teacher Evaluation in both districts</li> </ul>
<b>Minnesota</b>	<ul style="list-style-type: none"> <li>• Conducted School Quality Reviews and follow-on support in Minneapolis</li> <li>• Facilitated Red Lake District Reform</li> <li>• Provided strategic planning and school improvement support to Isle and Ogilvie HS. Provided teacher evaluation training for all School administrators and Special Needs Audit for Minneapolis Public Schools</li> </ul>
<b>New Jersey</b>	<ul style="list-style-type: none"> <li>• Conducted Strategic Planning and School Quality Reviews across all schools in Newark</li> <li>• Served as Improvement Partner to Peshine Elementary School, and Lincoln High School (Jersey City) and to the Perth Amboy Public School District</li> </ul>

State	Overview of experience
<b>New York</b>	<ul style="list-style-type: none"> <li>Served as a LTP, where our work has included: the development of a comprehensive School Quality Review program; school improvement programs for low-performing elementary schools; embedded leadership program for school administrators; charter schools; curriculum mapping, and curriculum and technology integration</li> <li>Performed School Quality Reviews in all 1,400+ schools and 1,200 Early Years settings</li> <li>Served as Leadership Training, Executive Coaching and, School Improvement partner and Whole School Reform partner</li> <li>Supported implementation of Teacher Evaluation and Inquiry Teams in a number of school networks</li> </ul>
<b>North Carolina</b>	<ul style="list-style-type: none"> <li>Designed and implemented District Quality Reviews statewide</li> <li>Provided strategic planning, Leadership training and executive coaching to over 100 administrators in the NC New Schools Project (Gates Foundation) Designed and implemented Collaborative School Quality Reviews for Charlotte-Mecklenburg PS, reviewing all 180 schools and providing action-planning for targeted schools</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>Performed School Quality Reviews in the lowest performing schools in the state</li> </ul>
<b>Texas</b>	<ul style="list-style-type: none"> <li>Designed and implemented School Quality Reviews for KIPP Charter Schools and National Council de La Raza (NCLR) Charter Schools. Provided strategic planning, leadership training and development and executive coaching to NCLR Charter schools</li> </ul>
<b>Virginia</b>	<ul style="list-style-type: none"> <li>Served as LTP for six Priority schools in four school divisions in alignment with USED mandates for three years</li> <li>Currently serving as LTP for a seventh school in a fifth school division</li> <li>Conducted School Quality Reviews in seven Priority schools in Richmond City and Newport News</li> </ul>

*Section IV B.3b, pg. 7*  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

2.2 Verifiable data demonstrating effectiveness

Understanding the VDOE's principal aim of achieving measurable results as soon as practicable, and the desire to select contractors with the proven capability of doing so, we provide relevant case studies illustrating measurable success in turning around and improving student achievement in low performing schools across all grade levels in a wide variety of settings. This work includes inner city and rural settings both in the US and in the UK.

2.2.1 Chambliss Elementary School, Sussex County, Virginia - 2010 to 2013

In the fall of 2010, we served as the LTP for 6 of your Priority Schools in four school divisions. In the 3 years that we provided support for each

*Section IV B.3b, pg. 7*  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

school's improvement efforts, **all showed improvement** in various measures of student achievement and **two moved out of priority status**—Chambliss Elementary in Sussex County, and Prince Edward County High School in Prince Edward County. Details on each school's progress are described below.

Chambliss Elementary School in Sussex County had never been fully accredited before engaging Cambridge Education as LTP in 2010. The main issue was low reading scores. The table below shows how Standards of Learning (SOL) pass rates improved over the three years of Cambridge Education's support to the school. **Chambliss was fully accredited at the end of the 2011-12 school year**, and preliminary results from the 2013 Spring SOL exams show the school as fully accredited for a second consecutive year.

Table 2.2: Chambliss Elementary School 2009-2013 results

Core Subjects	2009	2010	2011	2012	2013	Change
<b>Reading</b>	60	63	73	75	79	<b>+19</b>
<b>Math</b>	56	86	86	57	78	<b>+22</b>
<b>History</b>	82	83	63	75	90	<b>+8</b>
<b>Science</b>	63	81	74	84	85	<b>+22</b>

2.2.2 Prince Edward High School, Prince Edward County, Virginia - 2010 to 2013

Prince Edward County High School had not attained accreditation due to low graduation rates.

Table 2.3: Prince Edward High School 2010-2013 results

Core Subjects	Benchmark	2009-10	2010-11	2011-12	Met Accreditation Benchmark
<b>English</b>	70	85	89	91	YES
<b>Mathematics</b>	70	76	88	67	3YR
<b>History</b>	70	86	69	79	YES
<b>Science</b>	70	74	83	92	YES
<b>Graduation Index</b>	85	-	81	88	YES

*Section IV B.3b, pg. 7*  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

2.2.3

Table 2.3 shows the school's attainment of all accreditation standards at the end of the 2011-12 school year, and preliminary results from 2012-13 SOL results show that the school has maintained its progress and will be fully accredited for a second consecutive year.

New York City Department of Education – 2006 to 2011  
Since September 2006, Cambridge Education has worked with the New York City Department of Education (NYCDOE) to review all its public schools, provide quality assurance measurements to highest standards and provide ongoing administrative support to principals, reviewers, quality assurance readers and NYCDOE staff. Our work impacted on all aspects of the work of schools but with a particular focus on the following:

- Monitoring Performance and Progress, Compilation, Analysis and Use of Data
- Instructional Programs, Practices, and Arrangements.
- Student Engagement
- Staff Selection, Leadership, and Capacity
- Recognition, Intervention, and Adjustments

By 2009, **82 percent** of New York City, students in Grades 3 through 8 passed the state assessments, compared with 74 percent the previous year and just 57 percent three years before that.

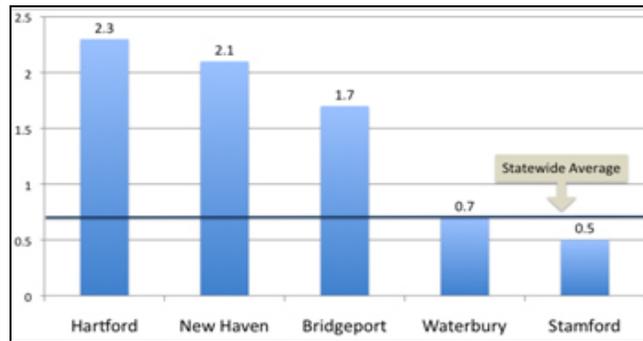
In January 2009, the New York City Empowerment School Organization (ESO) invited Cambridge Education to **provide a school turnaround solution for ten elementary and K-8 schools in need of improvement** (SINI). These schools had not met AYP for several years and were under threat of closure since they were failing to serve the needs of their students. Each school was allocated a principal consultant with particular phase related experience. He/she was assigned thirty days throughout the calendar year to support the principal in bringing about school improvement and raising student achievement. The principal consultants began the process by scoping the needs of the school and developing a customized program for the school drawing on the range of intervention strategies and Professional Development Programs developed by Cambridge Education for this purpose. The customized programs for each of the schools were different in every case even though several of the components were the

*Section IV B.3b, pg. 7*  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

2.2.4

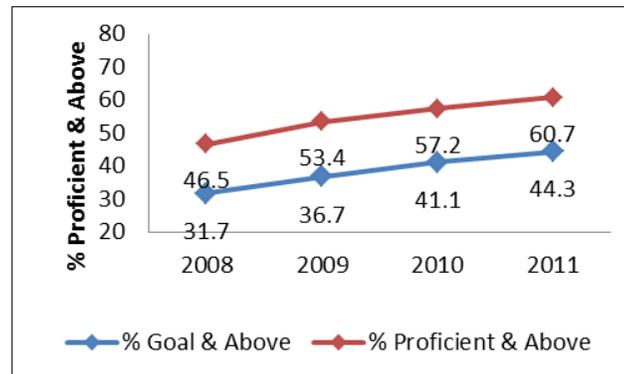
same for several of the schools. These improvement plans were discussed with the principals and then shared with the network leader and the school support organization. By the end of June 2009, **8 of the 10 schools made significant progress and 3 of the schools made AYP.**

Hartford, New Haven, and Bridgeport, Connecticut – 2006 to 2012



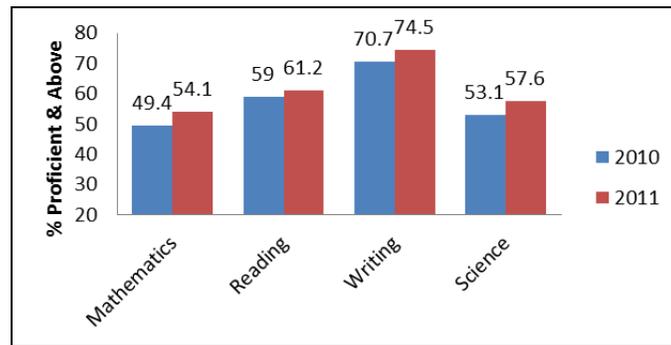
We worked with these districts to secure the largest gains in the percentage of students within goal range on the Connecticut Mastery Tests (CMT) 2006-2008 which were significantly above the statewide average. We have continued to support New Haven and every year the school district has continued to close the achievement gap compared to high-performing districts across the state.

Fig 2.2 New Haven Public Schools CT CMT Reading-Four Year Growth, Grades 3-8



**Section IV B.3b, pg. 7**  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

Fig 2.3 New Haven Public Schools, CT, CAPT All Subjects-One Year Growth, Grade 10



2.2.5 Jersey City, New Jersey – 2010 to 2012

In Jersey City, New Jersey we have worked directly with teachers at Lincoln High School, a large comprehensive high school, over the past year. Our consultants worked specifically with the ELA and Math teachers. The targeted areas of focus were three-part objectives and questioning skills. Our team worked with the principal and assistant principal in identifying the teachers in need of the most support and our consultants worked with these teachers on a one-on-one basis for periods of four to six (4-6) weeks. Our consultants provided modeling, feedback based on observations, and support with lesson planning. As part of the work in Jersey City, our team also held weekly team meetings with the ELA and Math teachers to plan and set the expectations for the upcoming week.

By May 2012, both ELA and math departments had 100% of teachers demonstrating this ability which resulted in increased student engagement and improved performance as evidenced by High School Proficiency Assessment results as illustrated in Fig 2.4 overleaf.

Fig 2.4 Results from New Jersey

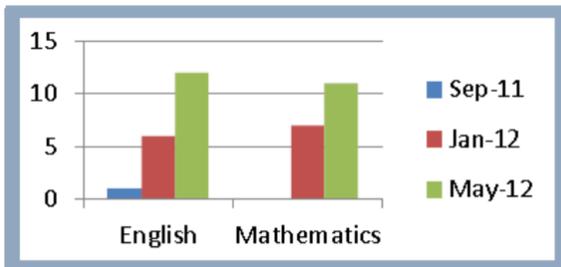


Fig. 1: Number of teachers planning and communicating three-part learning objectives regularly.

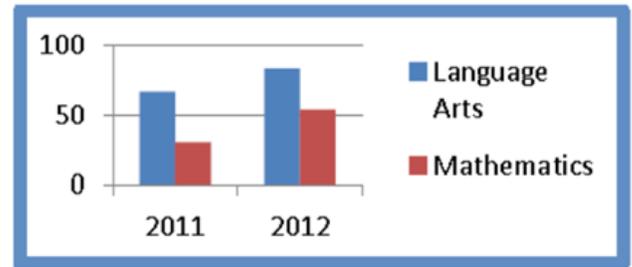


Fig. 2: Two year comparison of HSPA performance:  
Language Arts = 16.4% increase  
Mathematics = 23.3% increase

2.2.6 Newark, New Jersey – 2010 to 2012

The following results for Peshine Avenue are indicative of the growth made following work on targeted instructional PD for a low-performing school in an urban setting compared with other schools in the Newark Public School district and the state.

Table 2.4: Newark test results

NJASK	CE				District & State							
	Peshine Avenue, Newark ALL Grades				Newark Public Schools ALL Grades				New Jersey State ALL Grades			
Prof & Above	2009	2010	2011	2 year Gain	2009	2010	2011	2 year gain	2009	2010	2011	2 year gain
LAL	22.4%	26.3%	32.1%	<b>+9.7%</b>	43.8%	40.8%	39.8%	<b>-4.0%</b>	43.6%	41.2%	40.8%	<b>-2.8%</b>
Math	21.8%	29.7%	40.7%	<b>+18.9%</b>	48.5%	48.4%	51.7%	<b>+3.2%</b>	51.1%	52.2%	54.9%	<b>+3.8%</b>
Science	43.0%	58.7%	56.6%	<b>+13.6%</b>	69.6%	70.8%	63.5%	<b>-6.1%</b>	69.8%	71.1%	66.6%	<b>-3.2%</b>

*Section IV B.3b, pg. 7*  
*Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement*

2.2.7 London Borough of Islington – 2000 to 2012

In the current RFP, the VDOE has provided Offerers the opportunity to bid on a Full Management Option for Priority schools. Cambridge Education has experience of this type of comprehensive school improvement service with the contract to provide education support services in the inner London borough of Islington from April 2000. A year later Ofsted (The UK

Government's Office of Standards in Education) noted rapidly transformed relationships with schools. In the years that have followed the successful partnership between Islington and Cambridge Education, our team has transformed the quality of education and pupil outcomes. Notable achievements with Islington are as follows:

Table 2.5: Islington, London – summary of achievements

Area	Achievements
Key stage 14-16 years	<ul style="list-style-type: none"> <li>In 2000, the percentage of students achieving 5 or more GCSE passes at grades A*- C was marginally over 28% (compared to 49% nationally)</li> <li>In 2012, the figure for the same measure is at the national average 75% and there has been a 275% increase in 5 more A8-C grade</li> <li>By 2012, Islington was one of a small number of inner city authorities to have no secondary schools below the City Challenge threshold of 35% 5 A*-C grades including English and mathematics</li> </ul>
Key stage 7-11 years	<ul style="list-style-type: none"> <li>In 2000, 69% of pupils in Islington primary schools achieved level 4 in English (8 percentage points behind the national average) and 67% in Mathematics (5 percentage points behind the national average)</li> <li>In 2012 Islington's Key Stage 2 results were at or above the national averages in all indicators.</li> </ul>
Closing the gap and adding value	<ul style="list-style-type: none"> <li>Key to closing the gap on national attainment levels have been massive increases in the attainment of pupils with English as an additional language and boys, especially Black boys, three quarters of whom achieved 5 A*-C grades at GCSE in 2012</li> <li>Since the introduction of contextual value added measures Islington has consistently been amongst the top 10% of local authorities in the country</li> <li>OFSTED school inspections</li> <li>In 2000, 13 (approximately 20%) of Islington's schools were judged by OFSTED to either be in need of special measures, or to have serious weaknesses.</li> <li>As of December 2012, Islington has no schools in special measures or with a notice to improve. 92% of schools have been judged good or better by OFSTED. The National average is 59%. More than one in five of Islington's schools have an outstanding rating.</li> </ul>

The partnership between the council and Cambridge Education, who provide most education services, is 'highly developed and effective.' Under

'Enjoy and Achieve', the Ofsted Annual Performance Assessment (APA) reported:

***'Highly effective, inventive and carefully targeted school improvement service which has schools' confidence and balances short and long term development needs very well; Continuing and notable improvement in school standards and achievement over several years'***

Key factors in our success in the management of Islington included:

- Relationships with partners;
- Relentless focus on outcomes;
- Intelligent use of data to target resources; and
- Flexibility and creativity.

### 2.3 Key staff and additional resources

***Section IV B.3c, pg. 7  
Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained***

As each appointment and its corresponding contract under this framework will be at the individual district level, we have provided in Fig 2.5 an indicative model on how our team will be structured. This is important in clarifying, to all parties involved, both the flow of formal communications and instruction.

Aligned with this and in order to meet the VDOE need of having contractors with specific, in-depth knowledge of Virginia, we are pleased to provide a delivery team comprised of education professionals who have **in-state experience**, as well as national and in some cases international experience. These on-the-ground team members have all served in leadership positions at the school and/or school division level and their qualifications and relevant experience are provided in the summary table on the following pages.

- |                  |                     |
|------------------|---------------------|
| ■ Ian Nelson     | ■ Michelle Hairston |
| ■ Simmie Raiford | ■ Joseph Oley       |
| ■ Harold Lawson  | ■ Rodgerline Vann   |

Fig 2.5 Cambridge Education LTP Organizational Structure

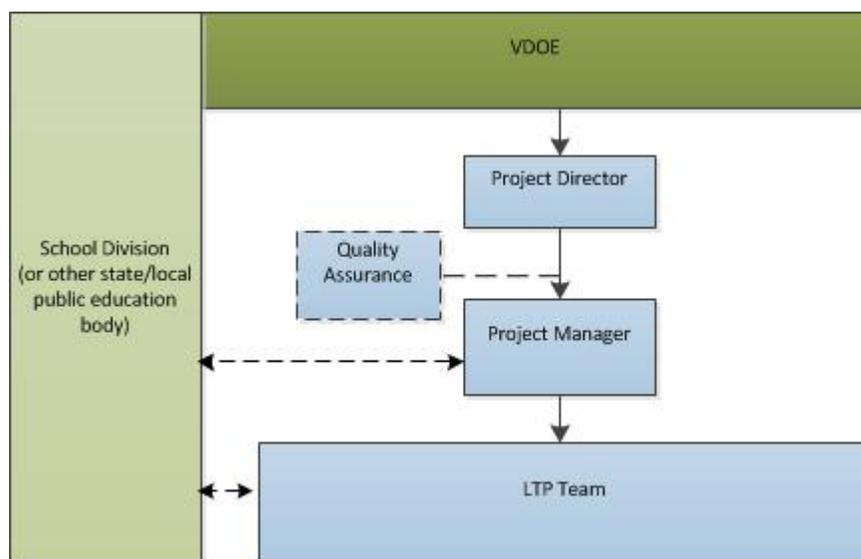


Table 2.6: Summary of qualifications & experience of key staff

Name	Qualifications and Experience
<b>Michelle Hairston</b>	<ul style="list-style-type: none"> <li>■ Currently works as a school improvement and curriculum facilitator and has been a career education professional for nearly 25 years</li> <li>■ Served as an elementary school leader and teacher in Henrico, Roanoke City (VA), and Charlotte-Mecklenburg (NC)</li> <li>■ Served as Director of Non-Traditional Programs in Henrico County</li> <li>■ Served as the LTP for Vernon Johns Junior High and provided executive coaching for the school principal, professional development for faculty and staff, and facilitated the implementation of the school improvement plan</li> <li>■ Education: B.S. – Elementary Education, M.Ed. – Educational Leadership</li> </ul>
<b>Harold Lawson</b>	<ul style="list-style-type: none"> <li>■ Currently works as a school improvement specialist, with a focus on executive coaching of school principals, and has a career in education that spans over 30 years.</li> <li>■ Served as a school leader at both the middle and high school level, and at the central office level as a director of instruction, assistant director of human resources, and administrative assistant to the superintendent.</li> <li>■ Served as president of the Virginia Association of Secondary School Administrators (VASSA) and has been recognized as the outstanding secondary principal of the year for the state of Virginia</li> <li>■ Served as the External Lead Partner for Prince Edward County High School and facilitated the school's improvement process, leading to the school's attainment of full accreditation for two consecutive years</li> <li>■ Education: B.S., M.Ed., Ed.S. – Educational Leadership</li> </ul>

Name	Qualifications and Experience
<p><b>Lorraine McAteer</b></p>	<ul style="list-style-type: none"> <li>▪ Currently serves as project manager for turnaround partnership with Hampton City Schools (Bryan Elementary)</li> <li>▪ Has worked with the Mott MacDonald Group (Cambridge Education parent company) for the past 12 years on numerous high profile projects across many sectors and disciplines</li> <li>▪ Won Project Manager of the Year in 2005 for her work on the build of the Rail Station at Heathrow Terminal 5</li> <li>▪ Has led many of our key projects in working for Cambridge Education and has gained excellent working relationships with our partners most notably:                             <ul style="list-style-type: none"> <li>– The VFEL LTP Support Project 2013-2015 (\$1.2m)</li> <li>– Cahokia High School LTP Support Project 2012-2015 (\$3m)</li> <li>– NYSED Principal &amp; Teacher Evaluation Training Program 2012 (\$1m)</li> <li>– Gates Professional Development Research Project 2011-2013 (\$2.6m)</li> </ul> </li> <li>▪ Education: MBA, BSc (Hons) PRINCE2 Certified, MSP Certified</li> </ul>
<p><b>Ian Nelson</b></p>	<ul style="list-style-type: none"> <li>▪ Currently serves as Cambridge Education's lead consultant in Virginia</li> <li>▪ Has led hundreds of School Quality Reviews since 1994 in four different countries and for four years was a senior manager in Cambridge Education's UK school inspection division</li> <li>▪ Provided quality assurance of all aspects of school inspections, recruiting, training and supporting reviewers and working with our client Ofsted to develop training materials</li> <li>▪ Has extensive experience in teacher evaluation and classroom observations and in training and coaching administrators in these areas.</li> <li>▪ Served as LTP for two schools in Sussex County, supporting the division in revising its teacher evaluation policies and procedures with a greater focus on student outcomes</li> <li>▪ Facilitated the improvement of Chambliss Elementary School to the attainment of full accreditation for two consecutive years</li> <li>▪ Has authored two books on educational management</li> <li>▪ Education: ASE – Primary Science; Certification in Reading Development; Diploma in Drama in Education</li> </ul>
<p><b>Joseph Oley</b></p>	<ul style="list-style-type: none"> <li>▪ Has had a career in education that spans over 30 years, in both public and private school systems</li> <li>▪ Served as principal at both the middle and high school level in Powhatan, Henrico, and Chesterfield school divisions</li> <li>▪ Served as the LTP for Russell Middle School in Brunswick County and supported school leadership efforts in the establishment of an effective school-wide discipline plan, and the development of high functioning Professional Learning Communities (PLCs)</li> <li>▪ Education: B.S. – Mathematics; M.Ed. – Educational Leadership</li> </ul>

Name	Qualifications and Experience
<b>Simmie Raiford</b>	<ul style="list-style-type: none"> <li>■ Has served a professional educator for nearly 30 years at all levels of public education</li> <li>■ School-based experience includes tenure as an elementary school teacher (grades K and 5), and as a principal of an elementary magnet school for gifted and talented students</li> <li>■ District level experience includes working as a regional resource teacher servicing the needs of new teachers in 32 elementary schools through a state-mandated induction program, and serving as a director for staff development overseeing district training operations for instructional, non-instructional, and administrative personnel</li> <li>■ State-level experience includes serving as an educational policy analyst charged with providing topical research to state legislators serving on issues related to K-12 education</li> <li>■ Served as LTP for Peabody Middle School, a Priority school in Petersburg City Public Schools, and assisted the division in revising its teacher evaluation policies and procedures with a greater focus on student outcomes</li> <li>■ Supported the school leadership at Peabody in significantly increasing the number of highly qualified teachers and improving the scores in History for the past three years, and in English for two years</li> <li>■ Currently serves and the LTP for Bryan Elementary in Hampton City Schools</li> <li>■ Education: B.S.-Elementary Education; M.Ed. and Ph.D. in Educational Leadership; Certification in Elementary Education, Early Childhood Education, Reading, and a K-12 School Principal endorsement</li> </ul>
<b>Rodgerline Vann</b>	<ul style="list-style-type: none"> <li>■ Currently works as a school improvement specialist, with a focus on executive coaching of school principals, and has a career in education that spans over 30 years in the Newport News Public Schools</li> <li>■ Served as a school leader at the elementary school level, and at the central office level as an Executive Director of Elementary Education</li> <li>■ Served as professional development facilitator for both the school division of Newport News and the Virginia Department of Education, providing training for teachers and school administrators</li> <li>■ Has been recognized for her leadership and service to schools , receiving the Project LEAD Excellence in Leadership for Learning Award (2003) and by the Virginia School Counselor Association as Administrator of the Year (2000)</li> <li>■ Education: B.S. – Elementary Education; M.A.- Education; Advanced Coursework and Endorsement in Educational Leadership</li> </ul>

**Section IV B.3c, pg. 7**  
*Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained*

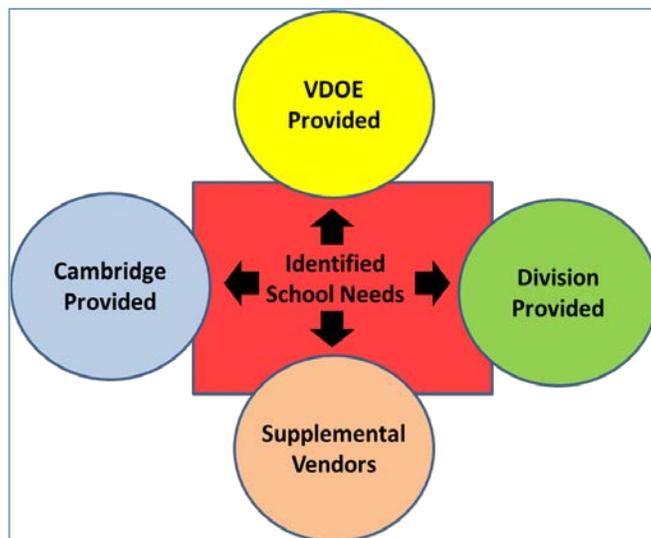
These individuals would be embedded with the turnaround schools to provide consistent in-school support, ranging from leadership support and strategic decision-making, to classroom-focused professional development, community stakeholder engagement and other whole school issues.

If a need for additional resources is determined, the Cambridge consultant will meet with the school leadership team and central office personnel to determine the best approach to retaining the necessary resources. The following graphic illustrates options that could be utilized to retain additional resources. As shown in the graphic additional resources could be obtained

*Section IV B.3c, pg. 7*  
*Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained*

from four key sources—Cambridge Education, the school division, the state department of education, and other vendors—or from any combination of these sources.

Fig 2.6 Retaining additional resources for School Improvement



Cambridge Education has a wide range of programs to support schools in improvement and these are shown in the appendix on additional resources. We also **have consultants with specific subject and aspect expertise** to call upon if needed in a particular setting. An example was introducing a Cambridge Education **math expert** to work with Chambliss Elementary school in the last school year, resulting in a sharp increase in test scores from the previous year.

# 3 Approach to meeting each of the mandatory requirements

*Section IV B.4, pg. 8  
A written narrative explaining offeror’s approach to meeting each of the mandatory requirements set out in Section III: STATEMENT OF NEEDS A1 through 7 for the option proposed*

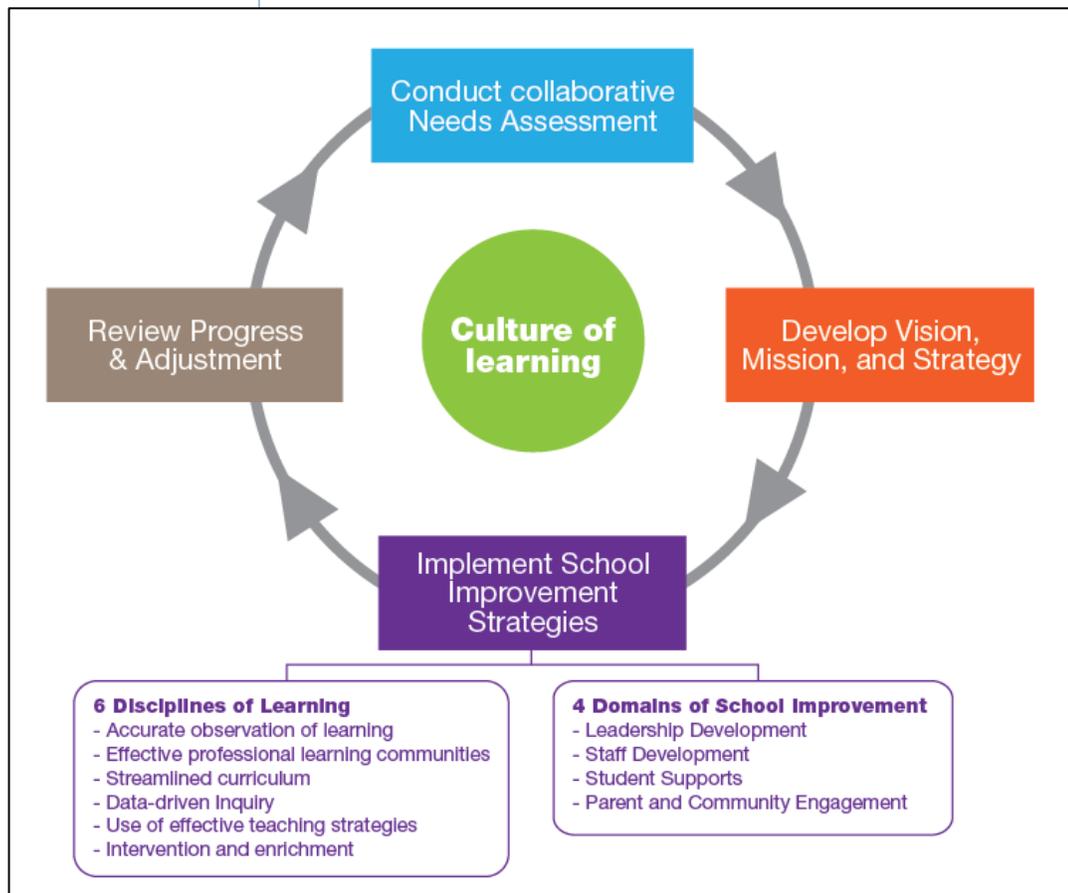
## 3.1 LTP Excluding Management

### Introduction

This section of the proposal outlines our response to Section III: Statement of Needs section of the RFP. We begin by providing a general description of our approach to school turnaround, and then specify our planned actions in sections A.1 through A.7.

Cambridge Education’s approach to transformation is shown in Fig 3.1

Fig 3.1 Cambridge Education approach to transformation



*Section IV B.4, pg. 8*  
*A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III: STATEMENT OF NEEDS A1 through 7 for the option proposed*

This diagram highlights our belief in the **importance of the culture of learning** in the school as the centerpiece of a turnaround process. Towards this end, Cambridge Education will begin its work with schools with a review of the performance of the school through a **rigorous Collaborative School Quality Review (CSQR)** that looks at the impact of the culture for learning on the areas of:

- **Leadership and management**
- **Learning and teaching**
- **Curriculum**
- **Delivery of instruction**
- **School culture and personal development**
- **Partnerships with parents and the community**

The CSQR provides an opportunity for Cambridge Education and the school and school division to establish common agreements around the successes and challenges facing the Priority school, and collaboratively developing a plan for continuous improvement.

Our approach is based on a set of four assumptions about the nature of successful turnaround efforts:

1. The partnership between Cambridge Education and the school, division, and state must begin with a **clearly defined and commonly understood set of expectations for each of these parties** that are continually communicated throughout the partnership.
2. There must be a commonly agreed set of key performance indicators for Cambridge Education, the school and the school division, and **rigorous progress monitoring** on the attainment of these indicators.
3. Cambridge Education **must have access to information vital to school improvement**, including, but not limited to student and teacher performance data, and the **shared decision-making authority to recommend and implement changes** necessary to school improvement, based on that data.
4. The focus of Cambridge Education's school improvement efforts will be on **building the school and school division's capacity for high achievement over the long term**, rather than a reliance on programmatic quick fixes or short-term gains in performance.

*Section IV B.4, pg. 8*  
*A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III: STATEMENT OF NEEDS A1 through 7 for the option proposed*

#### **A.1 Support the administration in providing strong leadership by:**

- Making **recommendations** to the school and local authority on how best to build on identified strengths within the school and how best to address the weaknesses, including recommendations on:
  - Whether to replace administrators and individual teachers;
  - How to improve the quality of leadership and management;
  - How to improve the quality of learning and teaching;
  - Modifications required to the schedule, daily routines, policies, procedures and curriculum provided.
  - How to improve the school culture
  - How to improve the environment and partnership with parents and the community.
- Providing executive coaching of the school principal and other members of the school administrative team
- Assisting school principals and other school leaders in focusing on strategies to transform the culture of the school including:
  - Creating a learner-centered culture of accountability
  - Moving people forward and overcoming resistance to change
  - Moving the organization forward (creating/revising routines and procedures for effective school operations and greater accountability for teacher performance).

#### **A.2 Support the administration in ensuring that teaching and learning are effective by:**

- Conducting **regular lesson observations** with administrators to identify strengths and weaknesses across the school.
- Supporting the principal in giving feedback to individual teachers and where needed in developing growth plans.
- Ensuring that the newly revised teacher appraisal system is being implemented with fidelity.
- Helping the principal to identify and provide appropriate professional development targeted at needs identified through classroom observations.
- Ensuring that classroom observations focus on the **impact of teaching on student learning** rather than simply checking boxes of various teaching strategies.
- Supporting the administration in **analyzing student academic growth** to identify the impact of individual teachers on student learning.

*Section IV B.4, pg. 8*  
*A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III: STATEMENT OF NEEDS A1 through 7 for the option proposed*

- Providing **targeted professional development and coaching** of teachers.
  - Advising the local authority on teachers who would benefit from being transferred to another role either in the school or in another one, and those who should be released from their contracts.
- A.3 Support the administration and local authority in redesigning the school day, week or year by:**
- **Reviewing the school's master schedule** and making recommendations for revising the schedule to accommodate expanded learning time and more effective use of teacher planning time.
  - Determining the **correct balance of extended learning time** among the options of before, during, and after school.
  - Developing a process for assessing the impact and effectiveness of the extended learning time.
- A.4 Strengthening the school's instructional programs based on student needs:**
- Conduct regular **classroom observations** and **walk-throughs** and conduct post-observation conferences to provide timely feedback on the quality of teaching and learning.
  - **Review benchmarks and other formative assessments** with teachers and make recommendations for revising instructional approaches as needed.
  - **Revisit all of the academic interventions** currently implemented in the school and develop a rubric for measuring the fidelity of implementation and the impact on student learning.
  - **Make recommendations** based on the review of academic interventions on which ones to maintain, which to discard, and which to modify.
- A.5 Support the administration in the use of data to guide instruction and for continuous improvement:**
- Facilitating **quarterly data disaggregation meetings** to review benchmarks and other formative assessments by student subgroups.
  - Providing a **longitudinal analysis of student performance** by grade cohorts to determine if and which students are making progress over time.
  - Identifying trends and issues that are negatively impacting school performance and develop corrective action plans to address the issues

*Section IV B.4, pg. 8*  
*A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III: STATEMENT OF NEEDS A1 through 7 for the option proposed*

**A.6 Support the administration in establishing a school environment that enforces school safety and discipline, as well as emotional, and physical health by:**

- Reviewing the student services practices related to guidance counseling to ensure that all essential functions are being carried out effectively, e.g., student counseling and referrals, development of school schedules, maintenance of student records, and supporting the school-wide student discipline plan, and making recommendations for improvements.
- Assisting Priority Schools to improve their school climate and culture by focusing on key issues including promoting increased and regular attendance, decreasing truancy, implementing effective behavioral interventions, and decreasing discipline issues.
- Reviewing the school's student health services (school nurse) to ensure that services are provided in a timely and efficient manner to ensure that all student health records are properly maintained, daily health services such as administering medication and attending to in-school clinic visits are carried out appropriately, and health information is regularly disseminated to all school stake holders.

**A.7 Support the administration in providing opportunities for family and community engagement by:**

- **Surveying internal and external stakeholders** to determine current levels of satisfaction with school outreach efforts in family and community engagement.
- **Planning and coordinating parent involvement** activities in partnership with school and division personnel.
- Assisting with the development of **performance measures** to assess the impact of parent and community involvement efforts.

# 5 References

*Section IV B.6, pg. 8  
List at least three (3)  
references for which the same  
or similar services for the  
options proposed were  
provided*

Reference 1	
Contact name:	Dr. Arthur Jarrett, Superintendent Sussex County Public Schools
Address:	21302 Sussex Drive PO Box 1368 Sussex Virginia 23884
Phone number:	(434) 246-1099
Description of services:	Cambridge served as the External Lead Partner for two Priority schools for three years, with one of the schools moving to full accreditation for two consecutive years.
Time period for services:	2010 - 2013

Reference 2	
Contact name:	Dr. Oliver Spencer, Superintendent Brunswick County Public Schools
Address:	1718 Farmers Field Road Lawrenceville, VA 23868
Phone number:	(434) 848-3138
Description of services:	Cambridge served as the External Lead Partner for the middle schools for three years, and significantly transformed the culture of the school into a learner-focused environment
Time period for services:	2010 - 2013

Reference 3	
Contact name:	Mr. Craig Reed, Principal Prince Edward County Public Schools
Address:	35 Eagle Drive Farmville, VA 23901
Phone number:	(804) 536-1219
Description of services:	Cambridge served as the External Lead Partner for the high school for three years, with the school moving to full accreditation for two consecutive years.
Time period for services:	2010 - 2013

**Section IV B.6, pg. 8**  
**List at least three (3)**  
**references for which the same**  
**or similar services for the**  
**options proposed were**  
**provided**

Reference 4	
Contact name:	Arthur S. Ryan, Superintendent
Address:	Cahokia Unit School District 1700 Jerome Lane Cahokia, IL
Phone number:	(618) 332 3706
Description of services:	Cambridge Education has a three year working relationship with Dr. Hintz and the Warsaw
Time period for services:	2012-2015

Reference 5	
Contact name:	Sarah Kleinhandler, Executive Director of School Design and Intervention
Address:	New York City Department of Education Tweed Courthouse 52 Chambers Street New York, NY 10007
Phone number:	mailto:skleinh@schools.nyc.gov
Description of services:	Cambridge Education conducted over 50 Joint (JIT) Reviews of the lowest performing school in NYC on behalf of NYC and the New York State Education Department. Our role was to lead the reviews, coordinate the work of the review team, which contained at least 2 team reviewers from NYC/NYSED, calibrate the findings, produce the final report and present the findings of each report to a JIT committee at the end of each week.
Time period for services:	2007-2011

## 6 Attachment D – Small Business Subcontracting Plan

Section IV B.7, pg. 8  
Attachment D

### **Definitions**

**Small Business:** "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: DMBE-certified women- and minority-owned businesses shall also be considered small businesses when they have received DMBE small business certification.

**Women-Owned Business:** Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or noncitizens who are in full compliance with the United States immigration law.

**Minority-Owned Business:** Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

**All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) to participate in the SWAM program. Certification applications are available through DMBE online at [www.dmbv.org](http://www.dmbv.org) (Customer Service).**

*Section IV B.7, pg. 8*  
*Attachment D*

**Offeror Name:** Cambridge Education

**Preparer Name:** Majid Haquani

**Date:** August 12 ,2013

**Instructions**

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall include DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not certified by DMBE as a small business and plan to subcontract part of this contract with a DMBE certified business, complete only Section B of this form.

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (check only one below)?

\_\_\_\_\_ Small Business

\_\_\_\_\_ Small and Women-Owned Business

\_\_\_\_\_ Small and Minority-Owned Business

Certificate Number: \_\_\_\_\_ Certificate Date: \_\_\_\_\_

**Section IV B.7, pg. 8**  
**Attachment D**

**Section B**

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

Table B: Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address  DMBE Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
Hairston Educational Consulting, LLC	W M	Michelle Hairston (804) 239-4531 michelledhairston@gmail.com	Executive coaching School improvement facilitation	Serve as external lead partner for priority school	
Totals \$					

# 7 Attachment E – State Corporation Commission Form

*Section IV B.8, pg. 9*  
*Attachment E*

Virginia State Corporation Commission (SCC) registration information. The offeror:

- is a corporation or other business entity with the following SCC identification number: T0456766

-OR-

- is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust

-OR-

- is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) -OR-
  
- is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

**\*\*NOTE\*\*** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

# Appendices

Appendix A. Optional additional services \_\_\_\_\_ 32



# COMMONWEALTH of VIRGINIA

## DEPARTMENT OF EDUCATION

P.O. BOX 2120  
RICHMOND, VA 23218-2120

July 10, 2013

### ADDENDUM NO. 1 TO ALL OFFERORS

Reference -- Request for Proposal: RFP #DOE-LASTP-2013-04  
 Commodity Code: 92471 -- Low Achieving Schools Turnaround Partners  
 Dated: June 14, 2013  
 For Delivery To: Department of Education  
 Offer Due: Until 2:00 PM, August 15, 2013  
 Pre-proposal Conference: 10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference page 8 and 9, RFP Section IV. B. 5, 7 and 8 - Specific Proposal Instructions: Add as last sentence to first paragraph for each of the referenced sections:  
  
*Include in the original proposal only (do not include in proposal copies).*
2. Reference Page 8, RFP Section IV. B.5 -- Specific Proposal Instructions: Add as last sentence to last paragraph for the referenced section:  
  
*Include in the original proposal only (do not include in proposal copies).*

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,

Ann Sells, CPBB, VCO  
Associate Director of Procurement  
804-225-2067

**CAMBRIDGE EDUCATION**

Name of Firm

/ CEO

Signature / Title

August 12, 2013 .

Date



# COMMONWEALTH of VIRGINIA

## DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

August 12, 2013

### ADDENDUM NO. 2 TO ALL OFFERORS

Reference – Request for Proposal: RFP #DOE-LASTP-2013-04  
Commodity Code: 92471 – Low Achieving Schools Turnaround Partners  
Dated: June 14, 2013  
For Delivery To: Department of Education  
Offer Due: Until 2:00 PM, August 15, 2013  
Pre-proposal Conference: 10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference RFP Table of Contents (page 2) XII, Attachments - Attachment D –“Small Business Participation Form” is hereby deleted from the Table of Contents.
2. Reference RFP Section IV, B, 7, Specific Proposal Instructions (page 8 and 9). - Paragraph #7 is deleted in its entirety.
3. Reference RFP Section V. A. Evaluation Criteria (page 9) – Delete item #7 Criteria “Small Business Subcontracting Plan” from both tables, “LTP Excluding Mangement” Option and “LTP Full Management” Option.
4. Reference RFP Section VI D, Reporting and Delivery Instructions (page 11) – Paragraph D, “Small Business Subcontracting Plan,” is deleted in its entirety.
5. Reference RFP Section IX, Special Terms and Conditions, paragraph #7 (page 20) – Paragraph #7, “Small Business Subcontracting And Evidence of Compliance” is deleted in its entirety.
6. Reference RFP Attachment D, Small Business Subcontracting Plan (page 28) – Delete Attachment D, “Small Business Subcontracting Plan,” in its entirety.
7. Reference RFT Section IX, Special Terms and Conditions (page 18) – Add the following Special Terms and Conditions as #12 and #13:

12. **OWNERSHIP OF INTELLECTUAL PROPERTY:** All copyright and patent rights to all papers, reports, forms, materials, creations, or inventions created or developed in the performance of this contract ("the Intellectual Property") shall become the sole property of the Virginia Department of Education. The contractor hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the contractor may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the contractor. The parties do not intend for and the contractor shall not be deemed to be a joint author or inventor of the Intellectual Property. Upon request, the contractor shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education's sole ownership of the Intellectual Property.
13. **SUBCONTRACTS:** No portion of the work shall be subcontracted without prior written consent of the Virginia Department of Education. In the event that the contractor subcontracts any part of the work specified herein, the contractor shall include the "OWNERSHIP OF INTELLECTUAL PROPERTY" language above in the contract(s) with the subcontractor(s), shall remain fully liable and responsible for the work to be done by its subcontractor(s), and shall assure compliance with all requirements of the contract.

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,



Ann Sells, CPPB, VCO  
Associate Director of Procurement  
804-225-2067

**CAMBRIDGE EDUCATION**

Name of Firm

 / CEO.

Signature / Title

**AUGUST 12, 2013.**

Date