

**Approved**

**Virginia Department of Education  
Office of Program Administration and Accountability and Office of School Improvement  
P.O. Box 2120, Richmond, Virginia 23218-2120**

**1003(g)**

**Application for School Improvement Funds**

***[Complete this application if any of the school's three-year allocation is from 1003(g).]***

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

**Due June 14, 2010**

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**DIVISION INFORMATION**

School Division Name: Richmond Public Schools  
Mailing Address: 301 N. 9<sup>th</sup> Street Richmond VA  
Division Contact: Mrs. Victoria Oakley  
Telephone (include extension if applicable): 804-780-7709 Fax: 804-780-7786  
Division Contact: Dr. Ernestine Scott  
Telephone (include extension if applicable): 804-780-7790 Fax: 804-780-7223  
E-mail: escott3@richmond.k12.va.us  
E-mail: voakley@richmond.k12.va.us

**SCHOOL INFORMATION**

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: Boushall Middle School  
Mailing Address: 3400 Hopkins Road 23234  
School Contact: Sheron Carter-Gunter -principal  
Telephone (include extension if applicable): 804-780-5016 Fax: 804-780-5396  
E-mail: scartergunter@richmond.k12.va.us

School Name: Thompson Middle School

Mailing Address: 7825 Forest Hill Ave. 23225  
School Contact: Rickie Hopkins - principal  
Telephone (include extension if applicable): 804-272-7554 Fax: 804-560-5115  
E-mail: rhopkins@richmond.k12.va.us

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School Name: Armstrong High School  
Mailing Address: 2300 Cool Lane 23223  
School Contact: Dimitric Roseboro - principal  
Telephone (include extension if applicable): 804-780-4449 Fax: 804-780-4538  
E-mail: drosebor@richmond.k12.va.us

**Assurances\*:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

**\*SPECIAL DIVISION ASSURANCE, IF ANY,  
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

**Certification:** I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: \_\_\_\_\_  
Superintendent's Name: Dr. Yvonne Brandon  
Date: June 23, 2010

The division will submit one application packet.

**SECTION A: SCHOOLS TO BE SERVED**

Divisions are aware of the ‘tier’ identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the ‘Intervention’ request by placing under the heading Turnaround, Restart, or Transformation the name of the ‘vendor’ your division will employ.

**1. Tier I and Tier II School Information**

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
Fred D. Thompson Middle	510324001368	X		LTP: Edison Learning	LTP:	LTP:	
Thomas C Boushall Middle	510324002078	X		LTP:	LTP: Edison Learning	LTP:	
Armstrong High School	510324002082		X	LTP:	LTP: Edison Learning	LTP:	
				LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

**2a. Tier III School Information**

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #

**2b. Tier III School Information**

**If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).**

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

**SECTION B: REQUIRED ELEMENTS**

**Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools**

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.  
**Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.**

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and

1. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

A. Student Achievement Data  
Boushall: All Students

Accreditation Adjusted Pass Rates			
Subject	2007-2008	2008-2009	2009-2010
English	61	61	78
Mathematics	51	54	58

Boushall: Assessment Results at each Proficiency Level by Subgroup

Test/Student Subgroup	Type	2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>English: Reading</b>		<b>Grade 6</b>							
All Students	School	9	42	51	49	14	56	70	30
	Division	26	45	71	29	22	51	73	27
Female	School	8	50	58	42	13	58	71	29
	Division	25	49	73	27	23	53	76	24
Male	School	10	34	45	55	15	54	69	31
	Division	28	40	68	32	21	50	71	29
Black	School	6	43	49	51	16	55	70	30
	Division	23	45	69	31	20	51	71	29
Hispanic	School	<	<	<	<	7	67	73	27
	Division	37	43	80	20	23	57	80	20
White	School	<	<	<	<	<	<	<	<
	Division	58	35	93	7	43	53	95	5
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	12	31	43	57	42	33	74	26
	Division	41	25	66	34	34	36	70	30
Economically Disadvantaged	School	11	42	53	47	15	54	69	31
	Division	23	46	69	31	20	50	70	30
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	38	48	86	14	40	25	65	35
<b>Mathematics</b>		<b>Grade 6</b>							
All Students	School	3	38	42	58	9	28	37	63
	Division	14	32	46	54	14	43	57	43

Female	School	6	37	42	58	8	29	37	63
	Division	13	32	45	55	13	45	58	42
Male	School	2	40	41	59	10	27	37	63
	Division	15	33	48	52	15	42	57	43
Black	School	3	38	40	60	10	25	35	65
	Division	13	33	46	54	13	43	56	44
Hispanic	School	<	<	<	<	<	<	<	<
	Division	19	25	44	56	19	51	70	30
White	School	<	<	<	<	<	<	<	<
	Division	30	30	61	39	26	52	78	22
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	0	39	39	61	16	19	35	65
	Division	24	33	57	43	25	41	66	34
Economically Disadvantaged	School	3	34	38	62	8	26	35	65
	Division	13	31	45	55	13	43	56	44
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	18	20	38	63	19	42	62	38
History and Social Science (Alternate Assessment)		Grade 6							
All Students	School	<	<	<	<	<	<	<	<
	Division	83	12	94	6	59	37	96	4
Female	School	<	<	<	<	<	<	<	<
	Division	80	20	100	0	<	<	<	<
Male	School	<	<	<	<	<	<	<	<
	Division	84	6	91	9	58	37	95	5
Black	School	<	<	<	<	<	<	<	<
	Division	87	7	93	7	59	37	96	4
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	83	12	94	6	59	37	96	4
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	80	12	92	8	50	45	95	5
English: Reading		Grade 7							
All Students	School	15	56	71	29	28	49	76	24
	Division	25	52	78	22	29	48	77	23
Female	School	15	65	80	20	31	60	92	8
	Division	25	55	80	20	29	51	80	20

Male	School	15	48	63	37	25	39	64	36
	Division	25	50	75	25	29	44	73	27
Black	School	15	55	70	30	25	50	75	25
	Division	23	55	78	22	26	50	75	25
Hispanic	School	<	<	<	<	<	<	<	<
	Division	26	48	74	26	41	41	83	17
White	School	<	<	<	<	<	<	<	<
	Division	59	26	85	15	71	23	94	6
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	30	30	61	39	42	27	70	30
	Division	32	38	70	30	36	36	72	28
Economically Disadvantaged	School	13	54	66	34	25	51	75	25
	Division	23	52	75	25	25	48	74	26
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	50	31	81	19	46	29	75	25
<b>Mathematics</b>	<b>Grade 7</b>								
All Students	School	8	21	29	71	3	36	39	61
	Division	21	34	55	45	15	42	57	43
Female	School	4	24	29	71	0	34	34	66
	Division	19	35	55	45	14	41	55	45
Male	School	11	18	29	71	6	37	43	57
	Division	23	32	55	45	16	43	59	41
Black	School	8	21	30	70	4	35	39	61
	Division	21	34	55	45	13	42	55	45
Hispanic	School	<	<	<	<	<	<	<	<
	Division	14	29	43	57	21	34	55	45
White	School	<	<	<	<	<	<	<	<
	Division	38	30	68	32	35	43	78	22
Students with Disabilities	School	19	24	43	57	3	62	65	35
	Division	37	28	65	35	21	45	65	35
Economically Disadvantaged	School	9	17	26	74	4	37	41	59
	Division	21	33	54	46	13	41	55	45
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	19	30	48	52	9	23	32	68
<b>History and Social Science (Alternate Assessment)</b>	<b>Grade 7</b>								

All Students	School	<	<	<	<	<	<	<	<
	Division	70	21	91	9	86	14	100	0
Male	School	<	<	<	<	<	<	<	<
	Division	74	12	85	15	89	11	100	0
Black	School	<	<	<	<	<	<	<	<
	Division	68	24	92	8	84	16	100	0
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	70	21	91	9	86	14	100	0
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	64	21	86	14	83	17	100	0
<b>English: Reading</b>	<b>Grade 8</b>								
All Students	School	7	44	51	49	18	65	83	17
	Division	24	43	67	33	29	47	76	24
Female	School	9	49	58	42	17	73	90	10
	Division	25	45	70	30	30	49	80	20
Male	School	6	39	44	56	20	59	79	21
	Division	24	41	65	35	28	44	73	27
Black	School	8	42	50	50	19	66	84	16
	Division	22	44	66	34	27	48	75	25
Hispanic	School	<	<	<	<	<	<	<	<
	Division	38	42	80	20	48	43	90	10
White	School	<	<	<	<	<	<	<	<
	Division	62	30	92	8	58	33	91	9
Students with Disabilities	School	14	20	34	66	33	50	83	17
	Division	36	20	56	44	37	32	69	31
Economically Disadvantaged	School	6	42	48	52	19	63	82	18
	Division	23	42	65	35	27	49	76	24
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	57	38	95	5
<b>English: Writing</b>	<b>Grade 8</b>								
All Students	School	1	59	60	40	3	85	88	13
	Division	5	71	76	24	5	80	85	15
Female	School	1	63	64	36	2	88	90	10
	Division	5	77	81	19	6	81	86	14
Male	School	0	55	55	45	3	82	85	15
	Division	4	65	70	30	4	78	83	17
Black	School	0	58	58	42	3	84	87	13

	Division	4	71	75	25	4	80	84	16
Hispanic	School	<	<	<	<	<	<	<	<
	Division	6	77	84	16	4	84	89	11
White	School	<	<	<	<	<	<	<	<
	Division	25	69	94	6	18	80	98	3
Students with Disabilities	School	0	46	46	54	6	72	78	22
	Division	10	61	71	29	10	62	72	28
Economically Disadvantaged	School	1	52	54	46	4	84	87	13
	Division	3	70	73	27	4	79	83	17
<b>Mathematics</b>	<b>Grade 8</b>								
All Students	School	21	41	62	38	31	52	83	17
	Division	28	43	70	30	34	40	74	26
Female	School	20	51	71	29	35	51	86	14
	Division	27	47	74	26	38	40	77	23
Male	School	22	32	54	46	28	53	81	19
	Division	28	39	67	33	31	39	71	29
Black	School	19	42	62	38	27	56	83	17
	Division	26	44	70	30	33	41	74	26
Hispanic	School	<	<	<	<	<	<	<	<
	Division	36	43	80	20	35	44	79	21
White	School	<	<	<	<	<	<	<	<
	Division	62	24	85	15	64	17	81	19
Students with Disabilities	School	12	24	37	63	25	61	86	14
	Division	26	31	57	43	25	42	66	34
Economically Disadvantaged	School	20	37	57	43	30	53	83	17
	Division	29	43	72	28	34	42	76	24
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	23	53	75	25
<b>Science</b>	<b>Grade 8</b>								
All Students	School	8	56	64	36	11	71	82	18
	Division	25	58	83	17	21	64	84	16
Female	School	6	62	68	32	13	65	78	23
	Division	24	58	82	18	20	66	86	14
Male	School	10	50	60	40	10	75	85	15
	Division	27	57	84	16	22	61	83	17
Black	School	8	56	64	36	12	70	82	18
	Division	23	60	83	17	18	65	83	17

Hispanic	School	<	<	<	<	<	<	<	<
	Division	22	58	80	20	20	72	93	7
White	School	<	<	<	<	<	<	<	<
	Division	70	29	99	1	47	44	91	9
Students with Disabilities	School	10	35	45	55	27	54	81	19
	Division	35	44	79	21	24	49	73	27
Economically Disadvantaged	School	7	57	64	36	14	67	82	18
	Division	22	60	82	18	18	64	82	18
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	3	95	98	3
<b>History and Social Science</b>	<b>Grade 8</b>								
All Students	School	92	0	92	8	<	<	<	<
	Division	85	13	98	2	81	10	90	10
Female	School	<	<	<	<	<	<	<	<
	Division	80	17	98	2	<	<	<	<
Male	School	<	<	<	<	<	<	<	<
	Division	88	10	98	2	85	8	92	8
Black	School	92	0	92	8	<	<	<	<
	Division	84	13	98	2	82	6	88	12
White	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	92	0	92	8	<	<	<	<
	Division	85	13	98	2	81	10	90	10
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	85	11	96	4	76	12	88	12
<b>Algebra I</b>	<b>High School</b>								
All Students	School	8	92	100	0	48	52	100	0
	Division	8	78	87	13	11	79	90	10
Female	School	10	90	100	0	50	50	100	0
	Division	10	79	89	11	11	82	92	8
Male	School	<	<	<	<	<	<	<	<
	Division	6	77	84	16	11	76	87	13
Black	School	9	91	100	0	50	50	100	0
	Division	6	79	86	14	9	80	89	11
Hispanic	School	<	<	<	<	<	<	<	<
	Division	15	79	94	6	5	93	98	2
Economically Disadvantaged	School	<	<	<	<	53	47	100	0

	Division	5	78	84	16	8	82	89	11
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	8	83	92	8
<b>Geometry</b>	<b>High School</b>								
All Students	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	8	73	81	19
Female	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	7	74	81	19
Black	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	4	74	78	22
<b>Earth Science</b>	<b>High School</b>								
All Students	School	0	75	75	25	14	86	100	0
	Division	14	69	83	17	13	69	82	18
Female	School	<	<	<	<	<	<	<	<
	Division	14	69	83	17	12	69	81	19
Male	School	<	<	<	<	<	<	<	<
	Division	15	69	84	16	15	68	83	17
Black	School	0	70	70	30	14	86	100	0
	Division	10	72	82	18	9	71	80	20
Economically Disadvantaged	School	<	<	<	<	10	90	100	0
	Division	7	73	80	20	9	71	79	21
<b>United States History to 1877</b>	<b>Content Specific</b>								
All Students	School	2	19	21	79	14	39	54	46
	Division	14	43	58	42	19	50	69	31
Female	School	0	22	22	78	13	38	51	49
	Division	12	44	56	44	17	50	67	33
Male	School	3	17	20	80	16	41	57	43
	Division	17	42	60	40	21	49	70	30
Black	School	2	18	19	81	16	33	49	51
	Division	13	43	56	44	18	49	67	33
Hispanic	School	<	<	<	<	7	80	87	13
	Division	4	45	48	52	17	51	68	32
White	School	<	<	<	<	<	<	<	<
	Division	44	42	86	14	36	57	93	7
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	5	13	18	82	42	21	64	36

	Division	30	30	60	40	35	35	70	30
Economically Disadvantaged	School	2	20	21	79	15	38	53	47
	Division	12	43	55	45	17	48	65	35
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	22	35	57	43	4	24	28	72
<b>U.S. History from 1877 to Present</b>	<b>Content Specific</b>								
All Students	School	19	64	82	18	21	63	84	16
	Division	44	43	87	13	30	50	80	20
Female	School	15	66	81	19	21	67	88	13
	Division	43	44	86	14	29	52	81	19
Male	School	22	61	84	16	21	60	81	19
	Division	45	42	87	13	30	48	79	21
Black	School	18	64	82	18	20	62	83	17
	Division	42	45	87	13	27	52	79	21
Hispanic	School	<	<	<	<	<	<	<	<
	Division	38	40	77	23	21	46	68	32
White	School	<	<	<	<	<	<	<	<
	Division	75	19	94	6	74	22	97	3
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	10	71	81	19	21	70	91	9
	Division	45	42	87	13	37	43	80	20
Economically Disadvantaged	School	9	68	77	23	19	63	81	19
	Division	40	44	85	15	25	52	77	23
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	26	13	39	61
<b>Civics and Economics</b>	<b>Content Specific</b>								
All Students	School	9	60	68	32	13	69	83	17
	Division	31	51	82	18	29	56	86	14
Female	School	6	63	69	31	11	73	84	16
	Division	30	53	83	17	29	58	87	13
Male	School	11	56	67	33	15	66	81	19
	Division	32	49	81	19	30	55	85	15
Black	School	7	60	67	33	12	70	82	18
	Division	29	53	82	18	28	58	85	15
Hispanic	School	<	<	<	<	<	<	<	<

	Division	28	48	76	24	25	52	77	23
White	School	<	<	<	<	<	<	<	<
	Division	75	19	94	6	55	40	95	5
Students with Disabilities	School	6	47	53	47	12	65	77	23
	Division	44	33	77	23	32	48	80	20
Economically Disadvantaged	School	3	66	69	31	14	69	83	17
	Division	29	52	81	19	26	58	84	16
Limited English Proficient	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	5	61	66	34

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

Thompson: All Students

Accreditation Adjusted Pass Rates			
Subject	2007-2008	2008-2009	2009-2010
English	74	77	73
Mathematics	55	70	58

Thompson: Assessment Results at each Proficiency Level by Subgroup

Test/Student Subgroup	Type	2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>English: Reading</b>		<b>Grade 6</b>							
All Students	School	28	48	76	24	18	54	72	28
	Division	26	45	71	29	22	51	73	27
Female	School	27	45	73	27	13	61	74	26
	Division	25	49	73	27	23	53	76	24
Male	School	29	49	79	21	22	48	69	31
	Division	28	40	68	32	21	50	71	29
Black	School	29	47	76	24	18	54	71	29
	Division	23	45	69	31	20	51	71	29
Hispanic	School	<	<	<	<	<	<	<	<
	Division	37	43	80	20	23	57	80	20
White	School	<	<	<	<	<	<	<	<
	Division	58	35	93	7	43	53	95	5
Students with Disabilities	School	58	22	80	20	35	22	57	43
	Division	41	25	66	34	34	36	70	30
Economically Disadvantaged	School	22	50	72	28	16	52	69	31
	Division	23	46	69	31	20	50	70	30
<b>Mathematics</b>		<b>Grade 6</b>							
All Students	School	11	30	41	59	7	38	45	55
	Division	14	32	46	54	14	43	57	43
Female	School	10	24	33	67	8	40	48	52
	Division	13	32	45	55	13	45	58	42
Male	School	13	33	46	54	7	36	43	57
	Division	15	33	48	52	15	42	57	43
Black	School	12	30	42	58	6	38	44	56
	Division	13	33	46	54	13	43	56	44

Hispanic	School	<	<	<	<	<	<	<	<
	Division	19	25	44	56	19	51	70	30
White	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	26	52	78	22
Students with Disabilities	School	29	45	74	26	13	33	47	53
	Division	24	33	57	43	25	41	66	34
Economically Disadvantaged	School	20	18	38	63	7	35	42	58
	Division	13	31	45	55	13	43	56	44
<b>History and Social Science (Alternate Assessment)</b>	<b>Grade 6</b>								
All Students	School	<	<	<	<	<	<	<	<
	Division	83	12	94	6	59	37	96	4
Female	School	<	<	<	<	<	<	<	<
	Division	80	20	100	0	<	<	<	<
Male	School	<	<	<	<	<	<	<	<
	Division	84	6	91	9	58	37	95	5
Black	School	<	<	<	<	<	<	<	<
	Division	87	7	93	7	59	37	96	4
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	83	12	94	6	59	37	96	4
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	80	12	92	8	50	45	95	5
<b>English: Reading</b>	<b>Grade 7</b>								
All Students	School	25	64	88	12	25	52	76	24
	Division	25	52	78	22	29	48	77	23
Female	School	18	74	92	8	27	51	79	21
	Division	25	55	80	20	29	51	80	20
Male	School	30	54	84	16	22	52	74	26
	Division	25	50	75	25	29	44	73	27
Black	School	24	65	89	11	24	52	76	24
	Division	23	55	78	22	26	50	75	25
Hispanic	School	<	<	<	<	<	<	<	<
	Division	26	48	74	26	41	41	83	17
White	School	<	<	<	<	<	<	<	<
	Division	59	26	85	15	71	23	94	6
Asian	School	<	<	<	<	<	<	<	<
	Division	40	30	70	30	55	36	91	9

American Indian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	49	37	86	14	36	40	77	23
	Division	32	38	70	30	36	36	72	28
Economically Disadvantaged	School	30	59	90	10	24	48	72	28
	Division	23	52	75	25	25	48	74	26
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	50	31	81	19	46	29	75	25
<b>Mathematics</b>	<b>Grade 7</b>								
All Students	School	21	35	56	44	4	36	40	60
	Division	21	34	55	45	15	42	57	43
Female	School	21	32	54	46	5	37	42	58
	Division	19	35	55	45	14	41	55	45
Male	School	21	37	58	42	4	35	39	61
	Division	23	32	55	45	16	43	59	41
Black	School	22	34	56	44	4	36	40	60
	Division	21	34	55	45	13	42	55	45
White	School	<	<	<	<	<	<	<	<
	Division	38	30	68	32	35	43	78	22
Asian	School	<	<	<	<	<	<	<	<
	Division	<	<	<	<	33	50	83	17
American Indian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	59	17	76	24	10	38	48	52
	Division	37	28	65	35	21	45	65	35
Economically Disadvantaged	School	28	38	66	34	4	30	34	66
	Division	21	33	54	46	13	41	55	45
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	19	30	48	52	9	23	32	68
<b>History and Social Science (Alternate Assessment)</b>	<b>Grade 7</b>								
All Students	School	<	<	<	<	<	<	<	<
	Division	70	21	91	9	86	14	100	0
Female	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	80	20	100	0
Male	School	<	<	<	<	<	<	<	<
	Division	74	12	85	15	89	11	100	0

Black	School	<	<	<	<	<	<	<	<
	Division	68	24	92	8	84	16	100	0
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	70	21	91	9	86	14	100	0
Economically Disadvantaged	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	83	17	100	0
<b>English: Reading</b>		<b>Grade 8</b>							
All Students	School	29	44	72	28	18	57	75	25
	Division	24	43	67	33	29	47	76	24
Female	School	27	44	71	29	15	59	74	26
	Division	25	45	70	30	30	49	80	20
Male	School	30	43	73	27	22	56	78	22
	Division	24	41	65	35	28	44	73	27
Black	School	28	44	72	28	18	58	76	24
	Division	22	44	66	34	27	48	75	25
Hispanic	School	<	<	<	<	<	<	<	<
	Division	38	42	80	20	48	43	90	10
White	School	<	<	<	<	<	<	<	<
	Division	62	30	92	8	58	33	91	9
Asian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	71	12	84	16	29	38	67	33
	Division	36	20	56	44	37	32	69	31
Economically Disadvantaged	School	26	35	61	39	13	61	74	26
	Division	23	42	65	35	27	49	76	24
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	69	13	81	19	57	38	95	5
<b>English: Writing</b>		<b>Grade 8</b>							
All Students	School	4	68	72	28	2	76	78	22
	Division	5	71	76	24	5	80	85	15
Female	School	7	80	87	13	1	80	81	19
	Division	5	77	81	19	6	81	86	14
Male	School	2	57	59	41	3	71	74	26
	Division	4	65	70	30	4	78	83	17
Black	School	4	68	72	28	2	76	78	22
	Division	4	71	75	25	4	80	84	16
Hispanic	School	<	<	<	<	<	<	<	<

	Division	6	77	84	16	4	84	89	11
White	School	<	<	<	<	<	<	<	<
	Division	25	69	94	6	18	80	98	3
Asian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	11	58	69	31	3	47	50	50
	Division	10	61	71	29	10	62	72	28
Economically Disadvantaged	School	4	70	74	26	0	74	74	26
	Division	3	70	73	27	4	79	83	17
<b>Mathematics</b>	<b>Grade 8</b>								
All Students	School	26	58	83	17	26	42	69	31
	Division	28	43	70	30	34	40	74	26
Female	School	19	62	81	19	19	50	69	31
	Division	27	47	74	26	38	40	77	23
Male	School	32	53	85	15	34	34	68	32
	Division	28	39	67	33	31	39	71	29
Black	School	27	57	83	17	26	42	68	32
	Division	26	44	70	30	33	41	74	26
Hispanic	School	<	<	<	<	<	<	<	<
	Division	36	43	80	20	35	44	79	21
White	School	<	<	<	<	<	<	<	<
	Division	62	24	85	15	64	17	81	19
Asian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Other	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	7	7	13	87
Students with Disabilities	School	27	51	78	22	24	43	67	33
	Division	26	31	57	43	25	42	66	34
Economically Disadvantaged	School	33	53	87	13	25	44	69	31
	Division	29	43	72	28	34	42	76	24
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	52	24	76	24	23	53	75	25
<b>Science</b>	<b>Grade 8</b>								
All Students	School	19	66	85	15	22	63	85	15
	Division	25	58	83	17	21	64	84	16
Female	School	18	63	81	19	19	65	84	16
	Division	24	58	82	18	20	66	86	14

Male	School	20	69	89	11	25	60	85	15	
	Division	27	57	84	16	22	61	83	17	
Black	School	19	66	85	15	22	63	85	15	
	Division	23	60	83	17	18	65	83	17	
Hispanic	School	<	<	<	<	<	<	<	<	
	Division	22	58	80	20	20	72	93	7	
White	School	<	<	<	<	<	<	<	<	
	Division	70	29	99	1	47	44	91	9	
Asian	School	-	-	-	-	<	<	<	<	
	Division	-	-	-	-	<	<	<	<	
Students with Disabilities	School	40	57	96	4	11	57	68	32	
	Division	35	44	79	21	24	49	73	27	
Economically Disadvantaged	School	18	64	82	18	22	64	86	14	
	Division	22	60	82	18	18	64	82	18	
Limited English Proficient	School	<	<	<	<	<	<	<	<	
	Division	31	38	69	31	3	95	98	3	
<b>History and Social Science</b>		<b>Grade 8</b>								
All Students	School	<	<	<	<	<	<	<	<	
	Division	85	13	98	2	81	10	90	10	
Male	School	<	<	<	<	<	<	<	<	
	Division	88	10	98	2	85	8	92	8	
Black	School	<	<	<	<	<	<	<	<	
	Division	84	13	98	2	82	6	88	12	
Students with Disabilities	School	<	<	<	<	<	<	<	<	
	Division	85	13	98	2	81	10	90	10	
Economically Disadvantaged	School	<	<	<	<	<	<	<	<	
	Division	85	11	96	4	76	12	88	12	
<b>Algebra I</b>		<b>High School</b>								
All Students	School	11	89	100	0	19	81	100	0	
	Division	8	78	87	13	11	79	90	10	
Female	School	14	86	100	0	20	80	100	0	
	Division	10	79	89	11	11	82	92	8	
Male	School	<	<	<	<	17	83	100	0	
	Division	6	77	84	16	11	76	87	13	
Black	School	11	89	100	0	18	82	100	0	
	Division	6	79	86	14	9	80	89	11	
White	School	-	-	-	-	<	<	<	<	

	Division	-	-	-	-	39	61	100	0
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	4	70	73	27	5	70	75	25
Economically Disadvantaged	School	<	<	<	<	18	82	100	0
	Division	5	78	84	16	8	82	89	11
<b>Geometry</b>	<b>High School</b>								
All Students	School	<	<	<	<	<	<	<	<
	Division	9	73	82	18	8	73	81	19
Female	School	<	<	<	<	<	<	<	<
	Division	10	73	83	17	7	74	81	19
Black	School	<	<	<	<	<	<	<	<
	Division	6	75	80	20	4	74	78	22
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	5	74	79	21	4	73	77	23
<b>Earth Science</b>	<b>High School</b>								
All Students	School	17	80	97	3	12	85	96	4
	Division	14	69	83	17	13	69	82	18
Female	School	11	84	95	5	11	84	95	5
	Division	14	69	83	17	12	69	81	19
Male	School	27	73	100	0	<	<	<	<
	Division	15	69	84	16	15	68	83	17
Black	School	17	79	97	3	8	88	96	4
	Division	10	72	82	18	9	71	80	20
White	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	58	40	98	2
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	8	56	65	35	9	54	63	37
Economically Disadvantaged	School	<	<	<	<	11	83	94	6
	Division	7	73	80	20	9	71	79	21
<b>United States History to 1877</b>	<b>Content Specific</b>								
All Students	School	22	38	60	40	12	52	64	36
	Division	14	43	58	42	19	50	69	31
Female	School	18	38	55	45	5	53	58	42
	Division	12	44	56	44	17	50	67	33
Male	School	26	38	63	37	17	52	69	31
	Division	17	42	60	40	21	49	70	30
Black	School	23	36	60	40	10	52	63	37

	Division	13	43	56	44	18	49	67	33
Hispanic	School	<	<	<	<	<	<	<	<
	Division	4	45	48	52	17	51	68	32
White	School	<	<	<	<	<	<	<	<
	Division	44	42	86	14	36	57	93	7
Students with Disabilities	School	55	19	74	26	28	28	56	44
	Division	30	30	60	40	35	35	70	30
Economically Disadvantaged	School	22	34	57	43	8	50	58	42
	Division	12	43	55	45	17	48	65	35
United States History from 1877 to Present	Content Specific								
All Students	School	33	58	91	9	20	63	82	18
	Division	44	43	87	13	30	50	80	20
Female	School	28	58	86	14	20	59	80	20
	Division	43	44	86	14	29	52	81	19
Male	School	38	58	96	4	19	65	85	15
	Division	45	42	87	13	30	48	79	21
Black	School	33	59	91	9	18	63	81	19
	Division	42	45	87	13	27	52	79	21
Hispanic	School	<	<	<	<	<	<	<	<
	Division	38	40	77	23	21	46	68	32
White	School	<	<	<	<	<	<	<	<
	Division	75	19	94	6	74	22	97	3
Asian	School	<	<	<	<	<	<	<	<
	Division	70	10	80	20	45	45	91	9
American Indian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	51	39	90	10	22	60	82	18
	Division	45	42	87	13	37	43	80	20
Economically Disadvantaged	School	41	47	89	11	17	61	78	22
	Division	40	44	85	15	25	52	77	23
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	38	38	76	24	26	13	39	61
Civics and Economics	Content Specific								
All Students	School	25	62	87	13	20	65	86	14
	Division	31	51	82	18	29	56	86	14
Female	School	22	66	88	12	17	67	84	16

	Division	30	53	83	17	29	58	87	13
Male	School	27	58	86	14	25	63	88	12
	Division	32	49	81	19	30	55	85	15
Black	School	24	62	86	14	20	66	86	14
	Division	29	53	82	18	28	58	85	15
Hispanic	School	<	<	<	<	<	<	<	<
	Division	28	48	76	24	25	52	77	23
White	School	<	<	<	<	<	<	<	<
	Division	75	19	94	6	55	40	95	5
Asian	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
Students with Disabilities	School	48	43	91	9	10	62	71	29
	Division	44	33	77	23	32	48	80	20
Economically Disadvantaged	School	28	61	89	11	16	70	85	15
	Division	29	52	81	19	26	58	84	16
Limited English Proficient	School	<	<	<	<	<	<	<	<
	Division	<	<	<	<	5	61	66	34

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

Response:

Note: Divisions should consider providing this information in chart form, and include here.

Armstrong All Students Accreditation Adjusted Pass Rates			
Subject	2007-2008	2008-2009	2009-2010
English	85	85	88
Mathematics	80	77	73

Armstrong: Assessment Results at each Proficiency Level by Subgroup

Test/Student Subgroup	Type	2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>English: Reading</b>		<b>Grade 8</b>							
All Students	School	8	8	17	83	<	<	<	<
	Division	24	43	67	33	29	47	76	24
Female	School	<	<	<	<	<	<	<	<
	Division	25	45	70	30	30	49	80	20
Black	School	8	8	17	83	<	<	<	<
	Division	22	44	66	34	27	48	75	25
Students with Disabilities	School	9	9	18	82	<	<	<	<
	Division	36	20	56	44	37	32	69	31
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	23	42	65	35	27	49	76	24
<b>Mathematics</b>		<b>Grade 8</b>							
All Students	School	0	7	7	93	<	<	<	<
	Division	28	43	70	30	34	40	74	26
Female	School	<	<	<	<	<	<	<	<
	Division	27	47	74	26	38	40	77	23
Male	School	0	0	0	100	<	<	<	<
	Division	28	39	67	33	31	39	71	29
Black	School	0	7	7	93	<	<	<	<
	Division	26	44	70	30	33	41	74	26
Students with Disabilities	School	0	8	8	92	<	<	<	<
	Division	26	31	57	43	25	42	66	34
Economically Disadvantaged	School	<	<	<	<	<	<	<	<
	Division	29	43	72	28	34	42	76	24

English: Reading		High School								
All Students	School	12	74	86	14	9	80	89	11	
	Division	24	65	89	11	21	73	93	7	
Female	School	12	75	87	13	8	79	87	13	
	Division	24	66	90	10	21	72	93	7	
Male	School	12	73	85	15	9	82	91	9	
	Division	25	64	89	11	20	73	93	7	
Black	School	12	74	86	14	8	81	89	11	
	Division	21	68	88	12	16	76	93	7	
Hispanic	School	<	<	<	<	<	<	<	<	
	Division	33	58	92	8	19	81	100	0	
White	School	-	-	-	-	<	<	<	<	
	Division	-	-	-	-	85	12	97	3	
Students with Disabilities	School	11	74	85	15	5	86	91	9	
	Division	14	66	80	20	12	72	84	16	
Economically Disadvantaged	School	8	75	83	17	7	83	89	11	
	Division	16	71	88	12	14	78	92	8	
English: Writing		High School								
All Students	School	2	68	71	29	0	74	74	26	
	Division	17	62	79	21	18	62	80	20	
Female	School	0	67	67	33	0	74	74	26	
	Division	18	64	82	18	22	61	82	18	
Male	School	5	70	76	24	0	75	75	25	
	Division	15	60	75	25	14	63	76	24	
Black	School	2	68	70	30	0	74	74	26	
	Division	11	65	77	23	12	66	78	22	
White	School	-	-	-	-	<	<	<	<	
	Division	-	-	-	-	73	25	98	2	
Students with Disabilities	School	9	64	73	27	0	69	69	31	
	Division	4	53	58	42	6	58	63	37	
Economically Disadvantaged	School	6	74	79	21	0	71	71	29	
	Division	5	67	72	28	10	63	73	27	
Algebra I		High School								
All Students	School	1	67	68	32	1	76	77	23	
	Division	8	78	87	13	11	79	90	10	
Female	School	0	68	68	32	1	77	78	22	
	Division	10	79	89	11	11	82	92	8	

Male	School	2	67	68	32	1	74	75	25
	Division	6	77	84	16	11	76	87	13
Black	School	1	67	68	32	1	76	77	23
	Division	6	79	86	14	9	80	89	11
Hispanic	School	<	<	<	<	<	<	<	<
	Division	15	79	94	6	5	93	98	2
Students with Disabilities	School	0	55	55	45	0	66	66	34
	Division	4	70	73	27	5	70	75	25
Economically Disadvantaged	School	0	66	66	34	1	76	77	23
	Division	5	78	84	16	8	82	89	11
<b>Geometry</b>	<b>High School</b>								
All Students	School	3	70	73	27	2	58	60	40
	Division	9	73	82	18	8	73	81	19
Female	School	4	71	75	25	1	54	55	45
	Division	10	73	83	17	7	74	81	19
Male	School	2	68	70	30	3	64	67	33
	Division	7	73	80	20	9	72	81	19
Black	School	3	71	74	26	2	59	60	40
	Division	6	75	80	20	4	74	78	22
Hispanic	School	<	<	<	<	<	<	<	<
	Division	20	70	90	10	26	61	87	13
White	School	<	<	<	<	<	<	<	<
	Division	34	59	93	7	38	60	98	2
Students with Disabilities	School	0	50	50	50	0	50	50	50
	Division	8	68	76	24	1	67	68	32
Economically Disadvantaged	School	1	76	78	22	2	59	60	40
	Division	5	74	79	21	4	73	77	23
<b>Algebra II</b>	<b>High School</b>								
All Students	School	3	69	72	28	6	78	84	16
	Division	11	78	89	11	16	79	95	5
Female	School	0	66	66	34	5	81	85	15
	Division	11	81	92	8	16	79	95	5
Male	School	8	73	81	19	9	70	78	22
	Division	11	74	84	16	18	78	95	5
Black	School	3	68	71	29	5	78	83	17
	Division	9	79	88	12	16	78	95	5
Hispanic	School	<	<	<	<	<	<	<	<

	Division	<	<	<	<	<	<	<	<
White	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	16	81	98	2
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	12	73	84	16	24	70	93	7
Economically Disadvantaged	School	8	67	75	25	2	80	82	18
	Division	9	76	86	14	17	76	93	7
<b>Biology</b>	<b>High School</b>								
All Students	School	6	68	73	27	3	82	85	15
	Division	7	71	78	22	11	74	85	15
Female	School	6	70	76	24	1	80	81	19
	Division	6	72	78	22	10	75	85	15
Male	School	5	65	69	31	4	85	89	11
	Division	8	69	77	23	11	73	85	15
Black	School	6	67	73	27	1	83	84	16
	Division	3	73	76	24	6	77	84	16
Hispanic	School	<	<	<	<	<	<	<	<
	Division	11	78	89	11	16	65	81	19
White	School	<	<	<	<	<	<	<	<
	Division	48	49	97	3	54	45	99	1
Students with Disabilities	School	3	57	60	40	0	80	80	20
	Division	4	70	74	26	6	62	68	32
Economically Disadvantaged	School	4	69	73	27	2	82	83	17
	Division	3	70	73	27	8	74	82	18
<b>Chemistry</b>	<b>High School</b>								
All Students	School	8	83	90	10	2	75	77	23
	Division	6	84	90	10	7	86	94	6
Female	School	10	79	90	10	2	75	77	23
	Division	6	86	92	8	5	87	93	7
Male	School	4	87	91	9	4	74	78	22
	Division	6	81	87	13	11	85	96	4
Black	School	6	84	90	10	2	75	78	22
	Division	3	86	89	11	4	89	93	7
Hispanic	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
White	School	<	<	<	<	<	<	<	<
	Division	24	72	96	4	29	70	98	2

Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	9	81	91	9	18	71	88	12
Economically Disadvantaged	School	10	76	86	14	4	75	79	21
	Division	4	86	90	10	5	88	93	7
<b>Earth Science</b>	<b>High School</b>								
All Students	School	2	68	71	29	3	59	62	38
	Division	14	69	83	17	13	69	82	18
Female	School	1	67	68	32	2	55	57	43
	Division	14	69	83	17	12	69	81	19
Male	School	4	70	74	26	3	64	68	32
	Division	15	69	84	16	15	68	83	17
Black	School	2	68	71	29	3	59	62	38
	Division	10	72	82	18	9	71	80	20
White	School	<	<	<	<	<	<	<	<
	Division	67	29	97	3	58	40	98	2
Students with Disabilities	School	0	63	63	37	0	48	48	52
	Division	8	56	65	35	9	54	63	37
Economically Disadvantaged	School	0	64	64	36	2	58	60	40
	Division	7	73	80	20	9	71	79	21
<b>Virginia and U.S. History</b>	<b>High School</b>								
All Students	School	12	72	83	17	14	71	84	16
	Division	18	67	86	14	22	68	90	10
Female	School	10	72	82	18	12	65	77	23
	Division	15	69	84	16	20	68	89	11
Male	School	15	71	85	15	16	78	95	5
	Division	23	65	88	12	23	68	91	9
Black	School	12	71	83	17	14	70	84	16
	Division	15	70	85	15	19	70	89	11
White	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	57	42	99	1
Students with Disabilities	School	0	87	87	13	16	76	92	8
	Division	13	70	83	17	16	74	90	10
Economically Disadvantaged	School	7	72	79	21	16	70	86	14
	Division	13	69	81	19	17	72	88	12
<b>World History I</b>	<b>High School</b>								
All Students	School	10	69	79	21	6	81	87	13
	Division	12	68	80	20	14	71	85	15

Female	School	5	61	67	33	6	78	83	17
	Division	9	68	77	23	14	73	87	13
Male	School	15	80	95	5	8	86	94	6
	Division	16	67	83	17	14	67	81	19
Black	School	10	69	79	21	6	81	87	13
	Division	11	69	79	21	11	73	84	16
Hispanic	School	-	-	-	-	<	<	<	<
	Division	-	-	-	-	<	<	<	<
White	School	<	<	<	<	<	<	<	<
	Division	42	58	100	0	50	50	100	0
Students with Disabilities	School	13	57	70	30	14	64	79	21
	Division	16	41	57	43	14	61	75	25
Economically Disadvantaged	School	8	73	81	19	7	76	83	17
	Division	8	73	81	19	11	75	86	14
<b>World History II</b>	<b>High School</b>								
All Students	School	0	54	54	46	7	86	93	7
	Division	21	70	91	9	28	68	96	4
Female	School	0	55	55	45	11	78	89	11
	Division	19	72	91	9	26	70	96	4
Male	School	0	54	54	46	0	100	100	0
	Division	24	68	92	8	31	64	95	5
Black	School	0	55	55	45	7	85	93	7
	Division	18	73	90	10	23	72	95	5
White	School	<	<	<	<	<	<	<	<
	Division	46	51	97	3	63	37	100	0
Students with Disabilities	School	<	<	<	<	<	<	<	<
	Division	21	61	82	18	24	62	86	14
Economically Disadvantaged	School	0	36	36	64	0	88	88	12
	Division	16	73	88	12	22	71	93	7
<b>World Geography</b>	<b>High School</b>								
All Students	School	2	58	61	39	2	56	58	42
	Division	9	60	69	31	8	63	71	29
Female	School	2	55	57	43	0	52	52	48
	Division	9	58	67	33	5	61	67	33
Male	School	3	62	65	35	4	60	64	36
	Division	9	61	71	29	11	65	76	24
Black	School	2	57	60	40	2	55	57	43

	Division	8	60	68	32	6	63	69	31
Hispanic	School	<	<	<	<	<	<	<	<
	Division	13	63	75	25	20	60	80	20
White	School	<	<	<	<	<	<	<	<
	Division	42	50	92	8	46	54	100	0
Students with Disabilities	School	0	52	52	48	0	47	47	53
	Division	8	54	62	38	4	53	57	43
Economically Disadvantaged	School	1	53	54	46	1	56	58	42
	Division	6	52	58	42	7	61	68	32

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available



**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Boushall**

6th Grade, 2007-08	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>1424</b>	<b>1370</b>	<b>30</b>	<b>4.9</b>	<b>39</b>	<b>5.8</b>	<b>50</b>	<b>6.2</b>	<b>56</b>	<b>7.4</b>	<b>39</b>	<b>5.5</b>	<b>47</b>	<b>6.4</b>
Boushall 2007-08	141	124	20	4.3	23	4.7	41	5.6	42	6.1	28	4.8	31	5.4

6th Grade 2008-09	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>1428</b>	<b>1405</b>	<b>32</b>	<b>5.0</b>	<b>40</b>	<b>5.9</b>	<b>50</b>	<b>6.3</b>	<b>54</b>	<b>7.2</b>	<b>40</b>	<b>5.6</b>	<b>45</b>	<b>6.4</b>
Boushall 2008-09	126	140	19	4.3	29	5.1	31	4.9	44	6.3	23	4.5	36	5.7

6th Grade 2009-10	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>1511</b>	<b>1406</b>	<b>31</b>	<b>4.9</b>	<b>40</b>	<b>5.9</b>	<b>50</b>	<b>6.2</b>	<b>56</b>	<b>7.4</b>	<b>40</b>	<b>5.6</b>	<b>47</b>	<b>6.4</b>
Boushall	151	125	21	4.4	29	5.0	40	5.5	48	6.6	28	4.8	36	5.7

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Boushall**

7th Grade 2007-08 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>66</b>	<b>1295</b>	<b>22</b>	<b>5.2</b>	<b>39</b>	<b>6.8</b>	<b>26</b>	<b>5.4</b>	<b>49</b>	<b>7.6</b>	<b>22</b>	<b>5.3</b>	<b>42</b>	<b>7.0</b>
Boushall 2007-08	9	114	37	6.2	26	5.8	45	6.8	44	7.2	40	6.4	34	6.4

7th Grade 2008-09 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>90</b>	<b>1350</b>	<b>25</b>	<b>5.2</b>	<b>38</b>	<b>6.7</b>	<b>29</b>	<b>5.6</b>	<b>48</b>	<b>7.5</b>	<b>25</b>	<b>5.5</b>	<b>42</b>	<b>7.0</b>
Boushall 2008-09	14	119	20	4.9	26	5.8	29	5.6	31	6.1	22	5.3	27	6.0

7th Grade 2009-10**	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>80</b>	<b>1326</b>	<b>26</b>	<b>5.4</b>	<b>40</b>	<b>6.9</b>	<b>36</b>	<b>6.1</b>	<b>50</b>	<b>7.7</b>	<b>28</b>	<b>5.7</b>	<b>43</b>	<b>7.1</b>
Boushall 2009-10	6	118	22	5.0	27	5.9	41	6.4	37	6.5	28	5.7	30	6.2

\*\* NOTE: Only new 7th grade students were tested in the Fall of 2007, 2008, 2009.

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Boushall**

8th Grade 2007-08 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>79</b>	<b>1352</b>	<b>35</b>	<b>6.9</b>	<b>42</b>	<b>7.8</b>	<b>42</b>	<b>7.5</b>	<b>49</b>	<b>8.7</b>	<b>37</b>	<b>7.1</b>	<b>44</b>	<b>8.2</b>
Boushall 2007-08	11	141	23	5.9	28	6.4	27	6.1	38	7.5	23	6.0	31	6.9

8th Grade 2008-09 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>91</b>	<b>1313</b>	<b>24</b>	<b>6.0</b>	<b>41</b>	<b>7.7</b>	<b>29</b>	<b>6.3</b>	<b>47</b>	<b>8.4</b>	<b>25</b>	<b>6.1</b>	<b>42</b>	<b>7.9</b>
Boushall 2008-09	10	108	26	6.1	33	6.9	35	6.8	42	7.9	29	6.4	34	7.2

8th Grade 2009-10 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>81</b>	<b>1249</b>	<b>27</b>	<b>6.2</b>	<b>42</b>	<b>7.8</b>	<b>37</b>	<b>7.0</b>	<b>52</b>	<b>9.1</b>	<b>29</b>	<b>6.5</b>	<b>45</b>	<b>8.3</b>
Boushall 2009-10	16	116	24	6.0	34	7.0	45	7.8	47	8.4	33	6.8	39	7.6

\*\* NOTE: Only new 8th grade students were tested in the Fall of 2007, 2008, 2009

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Thompson**

6th Grade 2007-08	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>1424</b>	<b>1370</b>	<b>30</b>	<b>4.9</b>	<b>39</b>	<b>5.8</b>	<b>50</b>	<b>6.2</b>	<b>56</b>	<b>7.4</b>	<b>39</b>	<b>5.5</b>	<b>47</b>	<b>6.4</b>
Thompson 2007-08	185	164	29	4.8	38	5.8	49	6.1	52	7.0	38	5.4	44	6.3

6th Grade 2008-09	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>1428</b>	<b>1405</b>	<b>32</b>	<b>5.0</b>	<b>40</b>	<b>5.9</b>	<b>50</b>	<b>6.3</b>	<b>54</b>	<b>7.2</b>	<b>40</b>	<b>5.6</b>	<b>45</b>	<b>6.4</b>
Thompson 2008-09	185	185	29	4.8	36	5.6	44	5.8	45	6.4	36	5.3	39	5.9

6th Grade 2009-10	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>1511</b>	<b>1406</b>	<b>31</b>	<b>4.9</b>	<b>40</b>	<b>5.9</b>	<b>50</b>	<b>6.2</b>	<b>56</b>	<b>7.4</b>	<b>40</b>	<b>5.6</b>	<b>47</b>	<b>6.4</b>
Thompson 2009-10	233	207	28	4.7	38	5.8	57	6.7	56	7.4	40	5.6	45	6.4

Key to Abbreviations

%ile=National Percentile Rank  
G.E.=Grade Equivalent

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Thompson**

7th Grade 2007-08**	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>66</b>	<b>1295</b>	<b>22</b>	<b>5.2</b>	<b>39</b>	<b>6.8</b>	<b>26</b>	<b>5.4</b>	<b>49</b>	<b>7.6</b>	<b>22</b>	<b>5.3</b>	<b>42</b>	<b>7.0</b>
Thompson 2007-08	6	161	2	2.9	32	6.3	3	3.3	44	7.2	1	3.1	37	6.7

7th Grade 2008-09**	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>90</b>	<b>1350</b>	<b>25</b>	<b>5.2</b>	<b>38</b>	<b>6.7</b>	<b>29</b>	<b>5.6</b>	<b>48</b>	<b>7.5</b>	<b>25</b>	<b>5.5</b>	<b>42</b>	<b>7.0</b>
Thompson 2008-09	12	149	32	5.8	33	6.4	33	5.8	41	6.9	30	5.8	36	6.6

7th Grade 2009-10**	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>80</b>	<b>1326</b>	<b>26</b>	<b>5.4</b>	<b>40</b>	<b>6.9</b>	<b>36</b>	<b>6.1</b>	<b>50</b>	<b>7.7</b>	<b>28</b>	<b>5.7</b>	<b>43</b>	<b>7.1</b>
Thompson 2009-10	15	165	30	5.7	38	6.7	35	6.0	45	7.3	30	5.8	41	6.9

\*\* NOTE: Only new 7th grade students were tested in the Fall of 2007, 2008, 2009

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Thompson**

8th Grade 2007-08	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>79</b>	<b>1352</b>	<b>35</b>	<b>6.9</b>	<b>42</b>	<b>7.8</b>	<b>42</b>	<b>7.5</b>	<b>49</b>	<b>8.7</b>	<b>37</b>	<b>7.1</b>	<b>44</b>	<b>8.2</b>
Thompson 2007-08	7	134	1	2.9	43	7.9	1	3.3	48	8.6	1	3.1	43	8.1

8th Grade 2008-09	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>91</b>	<b>1313</b>	<b>24</b>	<b>6.0</b>	<b>41</b>	<b>7.7</b>	<b>29</b>	<b>6.3</b>	<b>47</b>	<b>8.4</b>	<b>25</b>	<b>6.1</b>	<b>42</b>	<b>7.9</b>
Thompson 2008-09	12	149	28	6.3	47	8.3	31	6.4	46	8.3	27	6.3	45	8.3

8th Grade 2009-10 **	Number Tested		Vocabulary				Comprehension				Total			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall **	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>81</b>	<b>1249</b>	<b>27</b>	<b>6.2</b>	<b>42</b>	<b>7.8</b>	<b>37</b>	<b>7.0</b>	<b>52</b>	<b>9.1</b>	<b>29</b>	<b>6.5</b>	<b>45</b>	<b>8.3</b>
Thompson 2009-10	28	154	31	6.5	38	7.4	37	7.0	42	7.9	32	6.7	37	7.5

\*\* NOTE: Only new 8th grade students were tested in the Fall of 2007, 2008, 2009

**Gates-MacGinitie Average Percentile Ranks and Grade Equivalents  
for Boushall, Thompson, and Armstrong:  
2007-08, 2008-09, 2009-10**

**Armstrong**

9th Grade 2007-08	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2007		Spring 2008		Fall 2007		Spring 2008		Fall 2007		Spring 2008	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2007-08</b>	<b>1042</b>	<b>1075</b>	<b>25</b>	<b>6.7</b>	<b>35</b>	<b>7.9</b>	<b>31</b>	<b>7.1</b>	<b>38</b>	<b>8.3</b>	<b>25</b>	<b>6.9</b>	<b>34</b>	<b>7.9</b>
Armstrong 2007-08	282	205	16	5.7	26	6.9	21	6.0	32	7.6	15	5.9	26	7.1

9th Grade 2008-09	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2008		Spring 2009		Fall 2008		Spring 2009		Fall 2008		Spring 2009	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2008-09</b>	<b>135</b>	<b>1080</b>	<b>25</b>	<b>6.6</b>	<b>35</b>	<b>7.9</b>	<b>28</b>	<b>6.7</b>	<b>36</b>	<b>8.1</b>	<b>23</b>	<b>6.6</b>	<b>33</b>	<b>7.8</b>
Armstrong 2008-09	4	212	17	5.8	30	7.4	24	6.3	32	7.6	16	6.0	28	7.3

9th Grade 2009-10	<u>Number Tested</u>		<u>Vocabulary</u>				<u>Comprehension</u>				<u>Total</u>			
			Fall 2009		Spring 2010		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
	Fall	Spring	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.	%ile	G.E.
<b>System-Wide 2009-10</b>	<b>125</b>	<b>925</b>	<b>25</b>	<b>6.7</b>	<b>40</b>	<b>8.3</b>	<b>31</b>	<b>7.1</b>	<b>42</b>	<b>8.8</b>	<b>24</b>	<b>6.8</b>	<b>39</b>	<b>8.4</b>
Armstrong 2009-10	-	136	-	-	30	7.4	-	-	33	7.8	-	-	30	7.5

\*\* NOTE: Only new 9th grade students were tested in the Fall of 2007, 2008, 2009

B. Analysis of Student Achievement Data by School – This data is in section A

- ❖ Thompson –  
Mathematics is the area that needs a high level of attention. Data indicated that over half of the students in the six grade are performing below grade level in math. Additional instructional support is needed in mathematics and strategies are needed to increase rigor across grade levels.  
Positive behavior supports are needed across grade levels.
  
- ❖ Boushall  
Mathematics is the area that needs a high level of attention. Data indicated that over half of the students in the six grade are performing below grade level. Additional instructional support is needed in mathematics and strategies are needed to increase rigor across grade levels.  
Data indicates that positive behavior support strategies are needed across grade levels.
  
- ❖ Armstrong  
While students are making adequate progress to achieve accreditation and AYP, there is a need to increase rigor and the number of students taking AP courses

C. The number and percentage of highly qualified teachers and teachers with less than three years of experience by grade or subject;

Highly Qualified Information

	Armstrong	Boushall	Thompson
# Highly Qualified	70	51	59
% Highly Qualified	100	100	100
Teachers with Less Than 3 Years Experience	23	15	24

D. Number of years each instructional staff has been employed by school

	<b>Armstrong</b>	<b># yrs at School</b>	<b>Boushall</b>	<b># Ys at School</b>	<b>Thompson</b>	<b># Yrs at School</b>
1	CTE	2	Principal	4	History	6
2	SCIENCE	6	Asst. Principal	20	Spanish	2
3	ENGLISH	6	Asst. Principal	4		
4	W. HISTORY	4	Counselor	2	SPACE Teacher	1
5	ENGLISH	6	Counselor	13	History	1
6	ENGLISH	1	Librarian	21	Exceptional Ed	3
7	SPANISH	3	English	10	Physical Education	2
8	MATH	2	English	6	Assistant Principal	3
9	SCIENCE	2	English	2	Exceptional Ed	9
10	SCIENCE	6	Science	8	Exceptional Ed	1
11	CUL. ARTS	6	Science	1	History	2
12	TECHNOLOGY	6	Science	23	History	1
13	GEOMETRY	6	Band	2	Science	8
14	ENGLISH	3	Choral	4	Math	1
15	HISTORY	6	Art	5	Exceptional Teacher	25
16	MATH	6	Spanish	19	History	2
17	FRENCH	6	Gifted & Talented	23	Math	6 months
18	ENGLISH	6	Enrichment	10	Art Teacher	1
19	MATH	6	History	2		
20	ART	4	History	24	Math	1
21	MATH	6	History	2		
22	SCIENCE	6	History	16		
23	W. HISTORY	2	Mathematics	15	Business Technology	1

24	CHOIR	2	Mathematics	21.6	Principal	2
25	BAND	6	Mathematics	5	(Substitute)Science	5
26	CTE	6	Mathematics	1	Orchestra	1
27	ENGLISH	6	Physical Education	7	Band Teacher	6
28	CTE	3	Business Technology	9	Exceptional Education	3
					Exceptional Education	3
29	ENGLISH	1	Business Technology	11		
30	CHEMISTRY	2	In-School Suspension	9	Math	1
31	ENGLISH	2	Reading	12		
					Exceptional Education	6
32	W. HISTORY	1	Reading	2		
33	GOV'T	6	Mathematics	2	Speech Pathologist	
34	ART	6	Mathematics	1	English	4
35	SCIENCE	2	Violence Prevention	3	Assistant Principal	2
36	PHY. ED.	6	Exceptional Ed.	1	Technology	3
					Compliance Specialist	26
37	READING	6	Exceptional Ed.	4		
					Exceptional Education	2
38	ENGLISH	6	Exceptional Ed.	2		
					Instructional Assistant	
39	PHY. ED.	4	Exceptional Ed.	4		
40	HISTORY	6	Exceptional Ed.	2	Science	30
41	ENGLISH	2	Exceptional Ed.	1	English	6
42	MILITARY	6	Exceptional Ed.	5	Harp Teacher	3
					Exceptional Education	3
43	MATH	2	Exceptional Ed.	2		
44	MILITARY	2	Exceptional Ed.			
45	SCIENCE	6	Exceptional Ed.	3		
46	MATH	3	Exceptional Ed.	3	Guidance Counselor	29

47	HISTORY	6	Exceptional Ed.	4	Media Specialist	32
48	ENGLISH	6	Exceptional Ed.	21	Spanish	1
					Inst. Tech. Resource Teacher	1
49	PHY. ED.	1	Exceptional Ed.			
					Exceptional Education	3
50	CTE	6	Exceptional Ed.			
51	MATH	6	Principal	4		
52	HISTORY	6	Asst. Principal	20	Title I Teacher	3
53	HISTORY	3			Title I Teacher	8
54	ENGLISH	3				
55	MATH	2				
56	PHY. ED.	2			English	30
57	ENG/MATH	6			Choir	2
						7
58	SCIENCE	2			Exceptional Education Teacher	
					In-School Suspension	12
59	ENGLISH	1				
60	CTE	6			Science	9
61	W. HISTORY	6			Spanish Teacher	2
					Exceptional Education	4
62	SCIENCE	5				
					Exceptional Education	2
63	SPANISH	2				
64	HISTORY	2			FACS	5
65	SCIENCE	2				
66	MARKETING	6			English	32
					Math Substitute Teacher	2
67	ENGLISH	1				
68	MATH	6			English	30
69	MATH	6				

70	ENGLISH	6
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Hearing Impaired Teacher	4
Guidance Counselor	30

- E. Graduation Rate by school and
- F. Student population demographics (attendance rate, membership by sub-groups)

ARMSTRONG

Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
<b>NCLB Graduation Indicator</b>				
All Students	School	55	49	55
	Division	54	60	63
	State	80	80	81
Black	School	54	49	56
	Division	53	58	62
	State	72	72	73
Hispanic	School	-	-	<
	Division	-	-	41
	State	-	-	71
White	School	<	<	<
	Division	67	81	78
	State	84	84	85
Students with Disabilities	School	19	20	24
	Division	22	32	36
	State	42	44	47
Economically Disadvantaged	School	55	51	60
	Division	55	48	66
	State	68	68	71

ARMSTRONG HIGH SCHOOL

Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
<b>Attendance Rate</b>				
All Students	School	86	85	84
	Division	92	92	93
	State	95	95	95
Black	School	86	85	84
	Division	92	92	92
	State	95	95	95
Hispanic	School	<	<	<
	Division	93	94	95
	State	95	95	95
White	School	93	<	<
	Division	95	95	96
	State	95	95	95
Students with Disabilities	School	83	81	80
	Division	90	90	91
	State	94	94	94
Economically Disadvantaged	School	86	84	84
	Division	92	91	93
	State	94	94	94

### THOMPSON MIDDLE

Student Subgroup	Type	Percentage	Percentage	Percentage
<b>Attendance Rate</b>				
All Students	School	93	92	94
	Division	92	92	93
	State	95	95	95
Black	School	93	92	94
	Division	92	92	92
	State	95	95	95
Hispanic	School	<	<	<
	Division	93	94	95
	State	95	95	95
White	School	<	<	<
	Division	95	95	96
	State	95	95	95
Students with Disabilities	School	92	90	92

	Division	90	90	91
	State	94	94	94
Economically Disadvantaged	School	93	90	93
	Division	92	91	93
	State	94	94	94
Limited English Proficient	School	<	<	<
	Division	95	95	96
	State	96	96	96

**BOUSHALL MIDDLE**

Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
<b>Attendance Rate</b>				
All Students	School	88	90	90
	Division	92	92	93
	State	95	95	95
Black	School	88	90	90
	Division	92	92	92
	State	95	95	95
Hispanic	School	93	94	95
	Division	93	94	95
	State	95	95	95
White	School	89	89	93
	Division	95	95	96
	State	95	95	95
Students with Disabilities	School	87	87	88
	Division	90	90	91
	State	94	94	94
Economically Disadvantaged	School	88	88	90
	Division	92	91	93
	State	94	94	94
Limited English Proficient	School	<	<	<
	Division	95	95	96
	State	96	96	96

G. Information about physical plant of school

❖ Armstrong High School

- Armstrong High School, built in 1968, educates students living in the east end of Richmond City. Renovations in 1981 and 1990 have allowed this building to maintain 53 classrooms which includes a gym, full-service cafeteria, and football field and track. Approximately 15% of Armstrong's student body purchase breakfast or lunch from the school cafeteria. The library media center is managed by two highly qualified library media specialists. The Armstrong library, known as the John F. Kennedy Media Center, has 13,354 titles in their fully automated collection. Average circulation is 225 books per month. There are 20 student computer work stations utilized for student research. Additionally, the library media specialist has a main circulation work station. Closed circuit televisions are used for instruction. Students have access to the library media center each and every school day, 182 days a year.

❖ Thomas C. Boushall Middle School

- Built in 1986, Thomas C. Boushall Middle School sits on the southern edge of Richmond City. A two-story building, Boushall has 42 classrooms as well as an expansive track, field, and outside tennis courts. Boushall's cafeteria provides a comfortable community style dining experience, providing hot breakfast and lunch on a daily basis. The cafeteria serves breakfast to an average of 45% of the school population and lunch to 82% of the students on a daily basis. The library media center is equipped with 31 computers for student use and one main circulation work station for the media specialist. The library has a collection of 5,838 books in their fully automated collection. Yearly circulation of books is 3,492. A variety of media resources are available for instruction, including closed circuit televisions, United Streaming, and online encyclopedias. Students have access to the library media center every day school is in session.

❖ Fred D. Thompson Middle School

- Fred D. Thompson Middle School was built in 1965 in the heart of the Forest Hill neighborhood in the south side of Richmond. Thirty-five classrooms fill this split level building. Middle school students at Thompson enjoy the use of a gymnasium, tennis courts, and a large outside track and field. The cafeteria is located on the lower level of Thompson, serving breakfast to 20% of its students and a hot lunch to 80% of students on a daily basis. Thompson's library media center has a collection of 8,424 titles and is maintained by a highly qualified library media specialist. The average monthly circulation, which includes in house circulations, is 1,032 books. Thompson has 20 mobile lab computers used in the media center, as well as 5 student work stations. Thompson also has a manual drop down data projector. The library media center is open for student use all 182 days of the school year.

H. Total number of minutes in the school that all students were required to attend school and any increase learning time  
**Richmond Public Schools exceeds state code requirements of 180 days per year by adding 10 minutes per day to the school calendar. This equals an additional 30 days per year for a total of 210 days. Additional time varies from school to school for extended day tutoring sessions. Most schools provide 2-3 days of extended day activities per week**

I. Total number of days teachers worked/divided by the maximum number of teacher working days;  
**a.  $182/193 = .943$**

J. Types of technology and services available to students and instructional staff by schools

	<b>Armstrong</b>	<b>Boushall</b>	<b>Thompson</b>
<b>Hardware</b>			
Desktop/Laptop PCs	√	√	√
Data Projectors	√	√	√
Document Cameras	√	√	√
Printers/Scanners/Copiers	√	√	√
Quizdom/CPS/Senteos	√	√	√
SMART Boards	√	√	√
Graphing Calculators	√	√	√
<b>Software</b>			
Microsoft Office	√	√	√
Notebook	√	√	√
TAHA Maps	√	√	
Understanding Math	√	√	√
I Can Learn Math		√	√
Grade Book Wizard	√		
<b>Online Services</b>			
IEP Online	√	√	√
Compass Learning			√
Voyager Passport		√	√
Ticket to Read			
Exam View	√	√	

Rosetta Stone			
Quizdom/CPS Software	√	√	√
iStation			
My Access		√	√
Brain Pop	√	√	√
NovaNet (PLC only)	√		
SOL Pass	√	√	√
World Book Online	√	√	√
World Book Students	√	√	√
World Book for Kids			
Encyclopedia Britannica	√	√	√
Britannica Elementary			
Britannica Middle Edition		√	√
Britannica High School	√		
Students News Net	√	√	√
21 <sup>st</sup> Century Explorer	√	√	√
Gale Discovering Collection	√		
Visual Thesaurus	√	√	√
Find-it-Virginia Databases	√	√	√
e-Library	√	√	√
Discovery Streaming	√	√	√
Streaming Plus	√	√	√
Discovery Math Explanations	√	√	√
The World and I	√	√	√
TumbleBooks			
TumbleReadables		√	√
Teacher/Staff Services			
Teaching Books	√	√	√
Linda's Links to Literature	√	√	√
Get Worksheets	√	√	√
Make Worksheets	√	√	√
Exam Buddy	√	√	√
MediaNet	√	√	√

Perspective	√	√	√
e-Klips	√	√	√
Test Designer	√	√	√

K. Annual student achievement goals on state assessments for Tier 1 and Tier 11 schools

**a. Reading 89%**

**b. Mathematics 87%**

L. Goals for Tier III schools – **not applicable for Richmond City**

**Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools**

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA’s commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response: Program Narrative

Richmond Public Schools will develop its plan to implement the 1003g school improvement grant in collaboration with external partners, community leaders, parents, students and school administrators. An internal lead position will be created to work with the LTP , monitor progress, provide onsite coaching for participating schools and serve as a liaison to the external partner, the CAO and RPS administration  
The following areas will be included in the memorandum of understanding with the LTP:

1. Comprehensive Needs Assessment

- Diagnostic Review and Report
  - EdisonLearning’s Alliance Achievement Team and other EdisonLearning trained professionals shall conduct a pre-planned visit to the Alliance Schools, typically lasting 2-3 days each, identifying the Alliance Schools’ strengths and weaknesses, examining both quantitative data and qualitative observations in assessing the following areas at the Alliance Schools: Leadership, Achievement Management (includes Assessment and Data Analysis), Instruction, Professional Development, Curriculum, Student Care, Learning Environment, and Family and Community (the “Diagnostic”). The Diagnostic shall culminate in a Diagnostic Report of the visit that will set out the results of the Diagnostic and provide recommended interventions.
- 2. Benchmark Assessments System/Diagnostic Assessments
  - Edison Learning shall implement its Benchmark Assessment System (“Benchmark”) in the Alliance Schools, to be available to grades 6-12 beginning in September 2010.
    - Features of Benchmarks
      - Monthly online interim assessments with approximately 25 questions in Reading and Math aligned to State standards;
      - Automated and instantaneous scoring; and
      - Reporting available with multiple views
    - Benchmarks Support – In support of Benchmarks, Edison Learning Shall:
      - Provide I Stations and ARDT Assessments to identify students for tiered intervention
      - Provide file format templates for uploading student information;
      - Work with the District to upload this data;
      - Provide Benchmark support via e-mail and a 1-800 number during normal school hours;
      - Provide automatic delivery of each month’s assessments;
      - Provide e-mail updates on software enhancements;
      - Provide overall hosting and support; and
      - Provide initial training during the 2010-2011 school year to the Alliance Schools’ administrators and teachers on using Benchmarks, with additional training on the use of Benchmarks, and on the analysis and use of the data Benchmarks generates, provided, as needed, to school administrators and teachers by the Alliance Achievement Team, throughout the Term of the Agreement.
- 3. Professional Development
  - 2010-2011 School Year
    - In accordance with EdisonLearning’s professional development programs, EdisonLearning shall provide the following professional development to the Alliance Schools for the 2010-2011 School Year, with costs for attending the professional training sessions, such as the cost for airfare, hotel and the conference, included in the fee paid to EdisonLearning:
      - 2010-2011 School Year Professional Development – Offsite

- Summer 2010, San Diego, CA July 7-10
  - ✓ EdisonLearning Leadership Team Training –
    - ❖ Four-day, offsite leadership training at the national EdisonLearning Leadership Institute
    - ❖ Attendees: Principal and up to five (5) members of the Leadership Team from each Alliance School
- 2010-2011 School Year
  - ✓ Instructional Leadership Conference (“ILC”)
    - ❖ Three-day (four-night) national professional development conference focused on developing capacity in the Alliance Schools instructional leaders
    - ❖ Attendees: Principal and up to five (5) instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each Alliance School.
    - ❖ EdisonLearning will reimburse the District for costs of substitutes.
  - ✓ 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
    - ❖ Attendee: Principal from each Alliance School
- 2010 – 2011 School Year Professional Development – Local and Onsite
  - ✓ Teaching Academy
    - ❖ Local Teacher training; approximately 3-4 days in length combining onsite and offsite training sessions
    - ❖ Attendees: Core classroom teachers (Reading, Math, Science and Social Science), special education and ESL teachers
  - ✓ Customized Professional Development Program
    - ❖ The specific onsite professional development to be provided during the 2010-2011 school year will be determined, and a professional development calendar developed, based on the diagnostic review, staff availability and discussions with the District and each Alliance School principal. Typically, the training calendar includes monthly group and weekly individual meetings, weekly leadership team meetings and monthly professional development with curriculum coordinators (or equivalent position).
- Professional Development after the 2010-2011 School Year
  - ✓ The specific details of the professional development program for the Alliance Schools for the school years after the 2010-2011 school year are subject to change based on modifications to EdisonLearning’s Professional Development Program. EdisonLearning

will provide the District with adequate and timely notice of any such 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 each Alliance School's school district 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 and provide monthly reports to the Chief Academic Officer on progress at the Alliance Schools along with a school performance update and a parent, teacher and student survey. Ongoing interim updates and meetings shall be held with the District leadership throughout the school year to ensure that the parties work in partnership on implementation issues and that EdisonLearning provides an update on each Alliance School's progress. The accountability meetings will be conducted at least by monthly or as agreed upon by the EdisonLearning Regional General Manager and the District leadership prior to the commencement of each school year. Alliance Schools will incorporate data management and accountability using Indistar on-line resources.

#### 5. Consultation and Support

- ✓ EdisonLearning shall provide a team of specialists who will provide support and consultative services to the Alliance Schools. Expertise will be provided in at least the following elements: Data analysis, school culture, school turnaround; professional development; Reading and Math curriculum and instruction with a focus on tiered intervention; and Diagnostic Process.
- ✓ EdisonLearning shall provide full-time achievement specialists who will provide support and consultative services to the Alliance Schools and shall:
  - ❖ Act with the Alliance Schools staff to drive achievement and management plan implementation;
  - ❖ Regularly assess the Alliance Schools' progress in providing rigorous instructional content to meet instructional goals;
  - ❖ Develop rigorous course work to increase higher level student achievement
  - ❖ Conduct onsite professional development and provide on-going training to for content area teachers to build capacity of instructional teams;
  - ❖ Support leadership development at the Alliance Schools; and
  - ❖ Work closely with the Alliance Schools' principal for overall school operations and implementation of instructional program.
- ✓ Further, EdisonLearning shall provide specialists to work with the Alliance Schools'

staff to improve school-wide reading and language arts, math and instruction, and conduct onsite professional development and work with reading and math teachers to analyze and respond to benchmark results. Collectively, the above individuals shall constitute the “Alliance Achievement Team”.

## 6. School Design

- ✓ EdisonLearning’s Alliance Achievement Team and other EdisonLearning – trained professionals shall provide the Alliance Schools with consultative support regarding best practices in the area of school organization and scheduling based on the proven EdisonLearning School Design. Such support will include consulting with the Alliance Schools’ principal on:
  - ❖ Developing and implementing a school structure that utilizes a “House” structure, or an equivalent structure that allows for the development of small learning communities within the school that facilitate teacher collaboration in small teams;
  - ❖ Developing a leadership team that functions efficiently and efficaciously; and
  - ❖ Developing a schedule that provides for adequate teacher planning time and team professional development (at least one (1) period per day, three (3) times per week or an equivalent amount of time).
  - ❖ Developing strategies and best practices that incorporate data management and accountability using Indistar on-line resources.
  - ❖ Developing strategies that promote positive behavioral supports for students

## 7. Achievement Management System

- ✓ EdisonLearning’s Alliance Achievement Team shall work with the Alliance Schools’ instructional leaders to develop student achievement plans that leverage EdisonLearning’s expertise EdisonLearning’s expertise in developing Student Achievement 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 throughout the year using, among other things, Benchmarks. The Achievement Specialists will work with each Alliance School’s principal to develop monthly deliverables that ensure that the Alliance School is on track to meet objectives laid out in the achievement plans.

## 8. Student Management

- ✓ EdisonLearning’s Alliance Achievement Team shall work with each Alliance School’s principal and leadership team to implement best practices in the area of student management based on each Alliance School’s particular need. Such support will

9. Curriculum and Instruction

include positive behavioral supports and the development of a student management plan based on the best practices contained in EdisonLearning’s Student Management Plan.

- ✓ 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 each Alliance Schools’ instructional leaders to correlate and align reading and math curricula and instruction to the State’s standards using curriculum companion guides to be created and provided by EdisonLearning. Professional learning communities will be encourage and supportive by Alliance team to build internal instructional leadership.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
  - a. What steps have been taken to secure the support of the local school board for the reform model selected?
  - b. What steps have been taken to secure the support of the parents for the reform model selected?
  - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
  - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
  - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

**Response:**

Mark NA, if applicable

**Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools**

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc; John Hopkins University; and Pearson Education. School divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such

as contract number and pricing about each awarded contractor is publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
  - Analyzing the LEA's operational needs;
  - Researching and prioritizing the external providers available to serve the school;
  - Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
  - Engaging parents and community members to assist in the selection process; and
  - Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

Mark NA here if the LEA selected a LTP from the state's list.  
 Mark NA here if the selected model does not require a LTP.

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - A proven track record of success in working with a particular population or type of school;
  - Alignment between external provider services and needs of the LEA;
  - Capacity to and documented success in improving student achievement; and
  - Capacity to serve the identified school or schools with the selected intervention model.

Mark NA here if the LEA selected a LTP from the state's list.  
 Mark NA here if the selected model does not require a LTP.

**Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to

existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Response:

**Note: Documents included as attachments must be scanned and attached to this application.**

**The Chief Academic Officer has reviewed the Board's policies and does not recommend changes in policies to implement our school improvement plans with the Lead Turnaround Partner. The school division reserves the option to address changes as we finalize the memorandum of understanding with our legal team and the Lead Partner.**

#### **Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools**

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering the following.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response:

Richmond Public Schools will continue to staff the Department of Instruction with content specialists in Reading and Mathematics and they will provide ongoing support to schools with a particular focus on teachers who are not meeting benchmark goals. The division will also provide the following support:

- Ongoing district wide data management system to assist schools with data analysis and assessment
- Technical assistance from instructional specialist through the Title I office and the Department of Instruction
- Funding support from local funds and federal resources particularly Title I and title II to continue needed reform efforts
- Professional Development through PD 360
- To the extent possible, efforts will be made to use Indistar tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities

- Partnerships with Community in Schools
- Use Charting the Cour4se internal accountability system to ensure continual progress monitoring and support for effective instructional leadership and data management
- Meet regularly with school administration and instructional leadership to provide support

**SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only**

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
  - drive decision-making in developing, selecting, and evaluating instructional programs and practices
  - select appropriate strategies to individualize classroom instruction
  - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

**In the box below, please respond to the following questions:**

Richmond City does not have Tier III schools

Describe the process that was used or will be used to select each school’s Tier III coach. (Use as much space as needed.)

Check the expertise of the coach or prospective coach. Check all that apply.

School 1: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership
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<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
School 4: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____  <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)

**SECTION D: BUDGET - Applicable to Tier I, II, and III Schools**

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(g) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

**Division Budget Summary**

Division Name: Richmond Public Schools

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

Divisions must ensure that schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from

all Strand III schools must be included in the division summary budget.

Cost: \$1,950 per school

**Note 2**

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

**Division Budget Summary**

Division Name: Richmond Public Schools

Complete using all applicable funding sources. The division budget represents all applicant schools.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	<b>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]</b>										
1000 - Personnel	255,000				290,000			270,000			815,000
2000 - Employee Benefits											
3000 - Purchased	1,492,400				1,317,700			1,329,200			4,139,300

<b>Services</b>										
<b>4000 - Internal Services</b>										
<b>5000 - Other Charges</b>										
<b>6000 - Materials and Supplies</b>	227,040				190,340			154,340		571,720
<b>8000 - Equipment/ Capital Outlay</b>										
<b>Total</b>	1,974,440				1,798,040			1,753,540		<b>(Must Equal Division Allocation)</b> 5,526,020

\* If applicable.

**School Budget Summary (One Per Applicant School)**

School Name:  Fred D. Thompson Middle

**Complete using all applicable funding sources.**

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	45,000				40,000			35,000			120,000
2000 - Employee Benefits											
3000 - Purchased Services	382,500				337,500			337,500			1,057,500
4000 - Internal Services											
5000 - Other Charges											
6000 - Materials and Supplies	74,000				54,000			44,000			172,000

<b>8000 – Equipment/C apital Outlay</b>											
<b>Total</b>	501,500				431,500			416,500			<b>(Must Equal School Allocation) 1,349,500</b>

**School Budget Summary**

School Name: Thomas Boushall Middle

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

**School Budget Summary (One Per Applicant School)**

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	35,000				35,000			30,000			100,000
2000 - Employee Benefits											
3000 -	513,200				453,700			465,200			1,432,100

<b>Purchased Services</b>											
<b>4000 - Internal Services</b>											
<b>5000 - Other Charges</b>											
<b>6000 - Materials and Supplies</b>	65,140				58,640			45,140			168,920
<b>8000 - Equipment/Capital Outlay</b>											
<b>Total</b>	613,340				547,340			540,340			<b>(Must Equal School Allocation)</b> 1,701,020

**School Budget Summary**

School Name: Armstrong High School

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

**School Budget Summary (One Per Applicant School)**

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	175,000				215,000			205,000			595,000
2000 - Employee Benefits											
3000 -	596,700				526,500			526,500			1,649,700

<b>Purchased Services</b>											
<b>4000 - Internal Services</b>											
<b>5000 - Other Charges</b>											
<b>6000 - Materials and Supplies</b>	87,900				77,700			65,200			230,800
<b>8000 - Equipment/Capital Outlay</b>											
<b>Total</b>	859,600				819,200			796,700			<b>(Must Equal School Allocation)</b> 2,475,500

**Complete a budget form for each school – one for each school.**

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.**

**DIVISION NAME:** Richmond Public Schools

1. Personal Services (1000)

2010-2013

Funds will be used to pay the Internal Lead Partner and to provide tutors for the three participating schools to support instruction during the school day, after school and in the summer. Funds will also support remediation and credit recovery.

2. Employee Benefits (2000)

2010-2013

The salary and benefits of the Lead Partner will be provided for the duration of the grant. Tutors will be part time and benefits will not be provided. However, wages and FICA will be charged to the grant.

3. Purchased Services (3000)

2010-2013

Grant funds will be used to purchase the services of the External Lead Partner.

4. Internal Services (4000)

5. Other Charges (5000)

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6. Materials and Supplies (6000)

2010-2013 Grant funds will be used to purchase ISTATION assessment resources, ARDT assessment materials, dropout prevention program materials and to purchase positive behavior support program resources. Training on positive behavior materials will be provided to decrease the number of discipline referrals and suspensions. Math instructional materials will be purchased to provide additional remediation for struggling students and to increase the students in Algebra I and support strategies that increase rigor across grade levels and content areas for middle school and high school students. SIG funds will be used to provide transition services that support 9 <sup>th</sup> graders participating in the Freshman Academy, to support the Twilight school and summer school. Resources will also be used to provide materials for teachers and tutors to help strengthen reading and math skills across grade levels. The grant will fund efforts to increase the number of students taking AP courses. Funds will used to provide incentives for academic achievement, to encourage students to excel and to provide incentives to staff for meeting benchmarks on growth model. Parental or family involvement activities will also be supported.
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7. Equipment/Capital Outlay (8000)

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**SCHOOL NAME:**       Boushall Middle      

1. Personal Services (1000)

2010-2013 Funds will be used to pay the Internal Lead Partner, provide tutorial support for summer school and to provide tutors for addition instructional support.
--

2. Employee Benefits (2000)

2010-2013

The salary and benefits of the Lead Partner will be provided for the duration of the grant. Tutors will be part time and benefits will not be provided. However, wages and FICA will be charged to the grant.

3. Purchased Services (3000)

2010-2013

Grant funds will be used to purchase the services of the External Lead Partner.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

2010-2013

Grant funds will be used to purchase ISTATON assessment resources, ARDT assessment materials and to purchase positive behavior support program resources. Training on positive behavior materials will be provided to decrease the number of discipline referrals and suspensions. Math instructional materials will be purchased to provide additional remediation for struggling students and to increase the students in Algebra I. Funds will also be used to provide incentives for academic achievement, to encourage students to excel and to provide incentives to staff for meeting benchmarks on growth model. Funds will be used to provide parental or family involvement activities.

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME: Fred D. Thompson Middle**

1. Personal Services (1000)

2010-2013

Funds will be used to pay the Internal Lead Partner, provide support tutorial for summer school and to provide tutors for addition instructional support.

2. Employee Benefits (2000)

2010-2013

The salary and benefits of the Lead Partner will be provided for the duration of the grant Tutors will be part time and benefits will not be provided. However, FICA will be charged to the grant.

3. Purchased Services (3000)

2010-2013

Grant funds will be used to purchase the services of the External Lead Partner.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

2010-2013

Grant funds will be used to purchase ISTATION assessment resources, ARDT assessment materials and to purchase positive behavior support program resources. Training on positive behavior materials will be provided to decrease the number of discipline referrals and suspensions and math instructional materials to provide additional remediation for struggling students

and to increase the students in Algebra I, Funds will also be used to provide incentive for academic achievement to encourage student to excel and to provide incentives to staff for success in meeting benchmarks on growth model. Funds will be used to provide parental or family involvement activities.

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME:** Armstrong High School

1. Personal Services (1000)

2010-2013  
Funds will be used to pay the Internal Lead Partner, provide tutorial support for summer school, remediation and credit recovery.

2. Employee Benefits (2000)

2010-2013  
The salary and benefits of the Lead Partner will be provided for the duration of the grant. Tutors will be part time and benefits will not be provided. However, wages and FICA will be charged to the grant.

3. Purchased Services (3000)

2010-2013  
Grant funds will be used to purchase the services of the External Lead Partner.

4. Internal Services (4000)

5. Other Charges (5000)

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6. Materials and Supplies (6000)

2010-2013

Grant funds will be used to purchase ISTATION assessment resources, ARDT assessment materials and to purchase dropout prevention program materials. SIG funds will be used to provide transition services to support 9<sup>th</sup> graders participating in the Freshman Academy, provide funding for Twilight school and to support summer school. Resources will also be used to provide tutors to help strengthen reading and math skills across grade levels. Efforts will be made to increase rigor in the instructional program and provide additional support to increase the number of students taking AP courses. Funds will be used to provide incentives for academic achievement, encourage students to excel and to provide incentives to staff for meeting benchmarks on growth model. Funds will be used to provide parental or family involvement activities.

7. Equipment/Capital Outlay (8000)

--

**Complete a budget narrative for each applicant school.**

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

### **Expenditure Code Definitions**

**1000 Personal Services** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 Employee Benefits** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 Purchased Services** - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 Internal Services** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

### **Section E: Assurances**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

**Section F: Waivers (FOR SCHOOLS ALLOCATED 1003g FUNDS)**

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C. §1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Armstrong High School
2. Fred D. Thompson Middle School
3. Thomas C Boushall Middle

A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. Armstrong High School
2. Fred D. Thompson Middle School
3. Thomas Boushall Middle

A waiver from the 40 percent threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

Partnership Chart

<b>Action</b>	<b>External Lead Partner - (Edison)</b>	<b>School District - Internal Lead</b>
1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.	Create data dashboard to include student achievement, parental involvement, attendance, and student discipline. LTP will provide bi-monthly reports to CAO and key stakeholders Produce mid-year and annual report	Internal Lead will work in tandem with LTP and provide onsite monitoring and report bi-monthly to CAO CAO will provide bi-monthly reports to superintendent and key stakeholders Disseminate mid-year and annual report
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.	Tiered intervention models will be used for reading and math Comprehensive needs assessment and diagnostic review will be conducted and data will drive intervention and reform strategies in concert with expertise of LTP Provide opportunities for input from stakeholders	Provide diagnostic report to CAO and stakeholders
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 achievements.	Development of growth model to measure progress Implementation of evaluative process to capture success of teachers and staff through growth model progress Implement Edison Learning's eEvaluate system Review diagnostic report and make recommendations	Involvement of Human Resources department to provide input to develop and implement growth model and meaningful evaluative process Input opportunities will be provided for stake holders including the REA
4. Recommend necessary restructuring of teacher and leader contracts.	LTP will provide input base on prior success in this area Needs assessment and analysis of teacher and staff data	Involvement of Human Resources department to implement growth model evaluative process Input opportunities will be provided for stake holders including the REA
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.	Training and development options	RPS professional development an including PD 360
6. Promote student motivation for learning.	Positive behavioral support model Needs assessment data from parents and students	

<b>Action</b>	<b>External Lead Partner – (Edison)</b>	<b>School District – Internal Lead</b>
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.	Parent representation on Alliance team Parent Link	Support of Internal Lead partner, CIS, parents, SPMT, principals and key stakeholders to identify resources and bring in additional resources to support reform activities
9. Work with the school division to expand community support to garner human resources needed for reform.	Alliance team Community in Schools Volunteer efforts	
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.	Daily walk-thru Leadership coaching and training Monthly reviews of teacher and leader performance based on matrixes	Internal Lead will work in tandem with LTP and provide onsite monitoring and oversight
11. Develop constructive relationships with existing school personnel.	Needs assessment and interviews with staff Provide opportunity for school retreat Leadership training for administrative team	CAO, Principals, and Internal Lead will work in tandem with LTP and provide onsite monitoring
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.	Continue Saturday school Expand student options at end of year one for students performing below grade level Provide intensive remediation	Monitor by lead Internal Lead
13. Require commitment from parents to allow for additional time for instruction (such as after school support).	Develop a parent compact that reflects commitment and responsibility of parents, students, teachers and school and revisit annually	Monitor by lead partner
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.	Provide professional development and include critical areas identified in needs assessment and diagnostic report Send Alliance team to Edison Learning leadership Academy (fall, spring)	RPS professional development an including PD 360
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.	Specialists and lead Alliance team use of coaches Support from Edison Curriculum and instruction team – Power of teaching	District support for instruction, coaches , mentoring, assessment and data management

<b>Action</b>	<b>External Lead Partner – (Edison)</b>	<b>School District – Internal Lead</b>
16. Recommend which existing programs are to be continued and which programs are to be eliminated.	Use Needs assessment, organizational data and data dash board Internal data analysis	Provide input for needs assessment, organizational data and data dash board
17. Consistent with the state Standard 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.	Comprehensive needs assessment Project based learning Embedded 21 <sup>st</sup> century learning skills Support from Edison Curriculum and instruction team – Power of teaching	Work with Internal Lead partner and schools leadership to increase achievement data
18. Organize programming to engage students’ sense of adventure, camaraderie, and competition.	Student competitions, team up FBLA, extracurricular activities Team sports Edison to help organize plan School climate	Use a tiered model to provide student incentives for success Revamp in-school suspension program Use tiered support strategies
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.	Student competitions, team up FBLA, extracurricular activities Team sports Edison to help organize plan School climate Implement positive behavior strategies and provide incentives	Revamp in-school suspension program Use tiered support strategies Implement positive behavior initiatives and provide incentives
20. Identify and recommend supporting partners to address social, emotional, and behavioral issues (e.g., over-age students).	Student competitions, team up FBLA, extracurricular activities Team sports Edison to help organize plan School climate	Revamp in-school suspension program Use tiered support strategies
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments.)	Use resources from Title I, School improvement and Title II to assist schools	Internal lead will facilitate ISTATION
22. Identify and recommend outside resources needed in the reform effort.	Recommend resources vented thru Alliance team Collaborate with internal lead to identify community support	Work with Internal Lead partner, CIS, parents, SPMT, principals and key stakeholders to identify resources and bring in additional resources to support reform activities

<b>Action</b>	<b>External Lead Partner - (Edison)</b>	<b>School District - Internal Lead</b>
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.	Review Needs assessment data Work with internal partners and key stakeholders to implement strategies reform initiatives resources	Lead partner Work with external partners and key stakeholders to implement strategies reform initiatives resources
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.	Research data of prior experience of external partner - history Work with partners and key stakeholders to secure funds to support reform efforts beyond SIG funds.	Internal Lead Seek input from Grant Office to involve key stakeholders to secure funds to support reform efforts beyond SIG funds.
25. Integrate academic and support services.	Use Alliance team as clearing house to filter what needs to happen, structure, action steps, evaluation Support from Edison Curriculum and instruction team - Power of teaching	Work with Internal Lead partner and schools leadership to increase achievement data



## **EdisonLearning™ Alliance Scope of Services for Boushall Middle School**

For the fee set out in EdisonLearning's application of \$420.00 per student per year and \$100.00 per student for startup in the first year, plus \$300,000 annually to support Restart level of services, Boushall Middle School will receive the products and services set out below for the three year term of the relationship. Please note that italicized items reflect increases to the services offered to Armstrong High School and Thompson Middle School to reflect the Restart level of services being provided to Boushall.

<b>Diagnostic Review and Report (Fall 2010)</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <i>A 5 day school diagnostic by a team of approximately 4-6 experts</i></li> <li>- <b>Diagnostic Report prepared by Diagnostic Team with school principal</b></li> </ul> <p>EdisonLearning will conduct a diagnostic to understand each partnership school's current strengths and weaknesses. This analysis will involve looking at both quantitative data and qualitative observations in addition to interviews with school administrators, teachers and parents. The diagnostic will assess, among other things, the following areas at each school:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Achievement Management (includes Assessment and Data Analysis)</li> <li>• Instruction</li> <li>• Professional Development</li> <li>• Curriculum</li> <li>• Student Care</li> <li>• Learning Environment</li> <li>• Family and Community</li> <li>• <i>School Operations</i></li> </ul> <p>Following the diagnostic, EdisonLearning will prepare a Diagnostic Report for each partnership school that will set out the results of the diagnostic and provide recommended interventions.</p>
<b>Professional Development – 2010-2011 SY (including Summer 2010)</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>National Conferences</b></li> <li>- <b>Regional, Local and Onsite Training</b></li> <li>- <b>EdisonLearning Leadership Team Training Conference (Summer 2010):</b> <ul style="list-style-type: none"> <li>• Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>• <i>Principal and up to 6 members of the Leadership Team from each partnership school attend</i></li> </ul> </li> <li>- <b>Instructional Leadership Conference (Fall 2010)</b> <ul style="list-style-type: none"> <li>• Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>Attendees include the principal and 6 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul> <p><b>- EdisonLearning Leadership Development Academy (Fall)</b></p> <ul style="list-style-type: none"> <li>A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>Principal recognition reception</li> <li>Principal from each partnership school attends</li> </ul> <p><b>- Local and Onsite</b></p> <p>Boushall Middle School will also take part in local trainings that EdisonLearning provides both regionally and onsite that support school needs, including trainings for teachers, administrators and curriculum coordinators (or equivalent positions). This training will be coordinated and scheduled by EdisonLearning with Boushall administrative staff and the District</p> <p><b>EdisonLearning will provide the Professional Development Program laid out below to each partnership school. 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 District for reasonable out of pocket expenses incurred by attendees.</b></p>
<p><b>Professional Development - Annual Program Of Support after SY 2010-2011</b></p>	<p><b>Deliverables</b></p> <p>Typically, EdisonLearning's Conference Program for the school years after 2010-2011 would consist of the following:</p> <p><b>- EdisonLearning Leadership Development Academy Conference (Summer)</b></p> <ul style="list-style-type: none"> <li>Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>Principal attends</li> </ul> <p><b>- Instructional Leadership Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> <li>Attendees include the principal and 6 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul> <p><b>- EdisonLearning Leadership Development Academy Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>Principal from each partnership school attends</li> </ul> <p>However, the program set out above is subject to change based on modifications to EdisonLearning's Professional Development Program. EdisonLearning will provide the District with adequate and timely notice of any such 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 each Alliance School's school district for reasonable out-of-pocket expenses incurred by attendees.</p>

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	<p><b>- Local and Onsite</b></p> <p>The Partnership School will also take part in local trainings that EdisonLearning provides to address particular Partnership School needs. This training will be coordinated and scheduled by EdisonLearning with the Partnership School, the District and EdisonLearning's other partnership schools in the District.</p>
<p><b>EdisonLearning eValuate™ Assessment System</b></p>	<p><b>Deliverable:</b></p> <ul style="list-style-type: none"> <li>- <b>9 online, monthly assessments in reading and mathematics</b></li> <li>- <b>Assessments aligned to Virginia State standards</b></li> <li>- <b>Each assessment will consist of approximately 25 questions in each subject</b></li> <li>- <b>Instant scoring of student results</b></li> <li>- <b>Multiple reporting views</b></li> <li>- <b>System training</b></li> <li>- <b>Data analysis training</b></li> <li>- <b>Hosting services</b></li> <li>- <b>Technical support via e-mail and 1-800 during normal school hours</b></li> <li>- <b>Automatic delivery of each month's assessments</b></li> <li>- <b>System upgrades and enhancements</b></li> <li>- <b>Set up support</b></li> </ul> <p>The EdisonLearning eValuate Assessment System provides relevant and reliable data on student performance that is an effective tool for informing instruction and for tracking student growth. EdisonLearning shall provide initial training to school administrators and teachers on using the eValuate system prior to the start of the 2010-2011 school year. Additional training on the use of the eValuate system and on the analysis and use of the data the system generates is provided to administrators and teachers by the Alliance Achievement Team (see below), as needed, throughout the entirety of the Alliance relationship.</p>
<p><b>Annual Program Of Support – Consultation and Support</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>Approx. 55-65 days of Vice President of Educational services Support</b></li> <li>- <b>Approx. 55-65 days of Reading Specialist services</b></li> <li>- <b>Approx. 55-65 days of Math Specialist services</b></li> <li>- <b>Total of approximately 165-195 days of EdisonLearning Team support</b></li> </ul> <p>EdisonLearning will provide support and consultative services to the Partnership School primarily through a Vice President of Educational Services who will be assigned to the Partnership School. The following lays out some of the responsibilities of the Vice President of Educational Services:</p> <p><b>Vice President of Educational Services</b></p> <ul style="list-style-type: none"> <li>• Acts with school staff to develop and drive achievement plan implementation</li> <li>• Regularly assesses schools progress towards goals</li> <li>• Conducts onsite professional development</li> <li>• Supports leadership development at the school</li> <li>• Works closely with principal in reviewing data</li> </ul> <p><b>Reading Specialist</b></p> <ul style="list-style-type: none"> <li>• Works with school staff to improve school wide reading and language</li> </ul>

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	<ul style="list-style-type: none"> <li>arts instruction</li> <li>Conducts onsite professional development</li> <li>Works with reading teachers to analyze and respond to benchmark results</li> </ul> <p><b>Math Specialist</b></p> <ul style="list-style-type: none"> <li>Works with school staff to improve school wide math instruction</li> <li>Conducts onsite professional development</li> <li>Works with math teachers to analyze and respond to benchmark results]</li> </ul>
<b>Annual Program Of Support – School Restart</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>Approx. 160-170 days of Restart Support Services from an EdisonLearning Vice President of Educational Services</b></li> <li>- <b>Approx. 20 days of Regional General Manager Operations Consultation and Support for school administration</b></li> </ul> <p><i>To support school restart, EdisonLearning will provide additional support targeting activities necessary for school restart. The following lays out some of the responsibilities of the Vice President of Educational Services and Regional General Manager:</i></p> <p><b>Vice President of Educational Services</b></p> <ul style="list-style-type: none"> <li>Advise school and district administration on recruiting and hiring of school staff</li> <li>Advise school and district administration on staff performance and</li> <li>Recommendations on school staffing structure</li> <li>Advise and consult on school organization</li> <li>Advise regarding scheduling</li> </ul> <p><b>Regional General Manager</b></p> <ul style="list-style-type: none"> <li>Consultation relating to school budgeting</li> <li>Consultation relating to vendor services</li> <li>Consultation relating to community partnerships</li> <li>Coordination of services from EdisonLearning HQ</li> </ul>
<b>Curriculum and Instruction – Power of Teaching™</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- License to utilize the Power of Teaching program</li> <li>- Training and support in implementing the program</li> </ul>
<b>Curriculum and Instruction – Curriculum Companion Guides</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- State aligned Curriculum Companion Guides for Reading and Math</li> <li>- On-site customization from the EdisonLearning team</li> <li>- Training on use of the companion guides</li> </ul>
<b>Reporting</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- Monthly progress reports using the EdisonLearning Dashboards</li> <li>- Mid-year and Annual Report</li> <li>- <i>Harris Surveys to determine parent, teacher and student satisfaction</i></li> </ul>

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## **EdisonLearning™ Alliance Scope of Services for Armstrong High School**

For the fee set out in EdisonLearning's application of \$390.00 student per year with a \$100.00 per student startup fee in the first year, EdisonLearning will deliver to Armstrong High School the products and services set out below for the three year term of the relationship.

<b>Diagnostic Review and Report (Fall 2010)</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>A 3-5 day school diagnostic by a team of approximately 4 experts</b></li> <li>- <b>Diagnostic Report prepared by Diagnostic Team with school principal</b></li> </ul> <p>EdisonLearning will conduct a diagnostic to understand each partnership school's current strengths and weaknesses. This analysis will involve looking at both quantitative data and qualitative observations in addition to interviews with school administrators, teachers and parents. The diagnostic will assess, among other things, the following areas at each school:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Achievement Management (includes Assessment and Data Analysis)</li> <li>• Instruction</li> <li>• Professional Development</li> <li>• Curriculum</li> <li>• Student Care</li> <li>• Learning Environment</li> <li>• Family and Community</li> </ul> <p>Following the diagnostic, EdisonLearning will prepare a Diagnostic Report for each partnership school that will set out the results of the diagnostic and provide recommended interventions.</p>
<b>Professional Development – 2010-2011 SY (including Summer 2010)</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>National Conferences</b></li> <li>- <b>Regional, Local and Onsite Training</b></li> </ul> <p>- <b>EdisonLearning Leadership Team Training Conference (Summer 2010):</b></p> <ul style="list-style-type: none"> <li>• Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>• Principal and up to 4 members of the Leadership Team from each partnership school attend</li> </ul> <p>- <b>Instructional Leadership Conference (Fall 2010)</b></p> <ul style="list-style-type: none"> <li>• Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> <li>• Attendees include the principal and 4 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul>

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	<p><b>- EdisonLearning Leadership Development Academy (Fall)</b></p> <ul style="list-style-type: none"> <li>• A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>• Principal recognition reception</li> <li>• Principal from each partnership school attends</li> </ul> <p><b>- Local and Onsite</b></p> <p>Armstrong staff will also take part in local trainings that EdisonLearning provides both regionally and onsite that support school needs, including trainings for teachers, administrators and curriculum coordinators (or equivalent positions). This training will be coordinated and scheduled by EdisonLearning with Armstrong administrative staff and the District</p> <p><b>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 District for reasonable out of pocket expenses incurred by attendees.</b></p>
<p><b>Professional Development - Annual Program Of Support after SY 2010-2011</b></p>	<p><b>Deliverables</b></p> <p>Typically, EdisonLearning's Conference Program for the school years after 2010-2011 would consist of the following:</p> <p><b>- EdisonLearning Leadership Development Academy Conference (Summer)</b></p> <ul style="list-style-type: none"> <li>• Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>• Principal attends</li> </ul> <p><b>- Instructional Leadership Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>• Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> <li>• Attendees include the principal and 4 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul> <p><b>- EdisonLearning Leadership Development Academy Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>• A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>• Principal from each partnership school attends</li> </ul> <p>However, the program set out above is subject to change based on modifications to EdisonLearning's Professional Development Program. EdisonLearning will provide the District with adequate and timely notice of any such 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 district for reasonable out-of-pocket expenses incurred by attendees.</p> <p><b>- Local and Onsite</b></p> <p>The Partnership School will also take part in local trainings that EdisonLearning provides to address particular Partnership School needs. This training will be</p>

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	<p>coordinated and scheduled by EdisonLearning with the Partnership School, the District and EdisonLearning's other partnership schools in the District.</p>
<p><b>EdisonLearning eEvaluate™ Assessment System</b></p>	<p><b>Deliverable:</b></p> <ul style="list-style-type: none"> <li>- <b>Nine online, monthly assessments in reading and mathematics</b></li> <li>- <b>Assessments aligned to Virginia State standards</b></li> <li>- <b>Each assessment will consist of approximately 25 questions in each subject</b></li> <li>- <b>Instant scoring of student results</b></li> <li>- <b>Multiple reporting views</b></li> <li>- <b>System training</b></li> <li>- <b>Data analysis training</b></li> <li>- <b>Hosting services</b></li> <li>- <b>Technical support via e-mail and 1-800 during normal school hours</b></li> <li>- <b>Automatic delivery of each month's assessments</b></li> <li>- <b>System upgrades and enhancements</b></li> <li>- <b>Set up support</b></li> </ul> <p>The EdisonLearning eEvaluate Assessment System provides relevant and reliable data on student performance that is an effective tool for informing instruction and for tracking student growth. EdisonLearning shall provide initial training to school administrators and teachers on using the eEvaluate system prior to the start of the 2010-2011 school year. Additional training on the use of the eEvaluate system and on the analysis and use of the data the system generates is provided to administrators and teachers by the Alliance Achievement Team (see below), as needed, throughout the entirety of the Alliance relationship.</p>
<p><b>Secondary Program</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>College Next Program including custom start up kit, and posters</b></li> <li>- <b>High School Learning Environment Binder and materials</b></li> <li>- <b>Reading Across the Curriculum Program</b></li> <li>- <b>Training on utilizing Secondary Program components</b></li> </ul>
<p><b>Annual Program Of Support – Consultation and Support</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>Approx. 55-65 days of Vice President of Educational services Support</b></li> <li>- <b>Approx. 55-65 days of Reading Specialist services</b></li> <li>- <b>Approx. 55-65 days of Math Specialist services</b></li> <li>- <b>Total of approximately 165-195 days of EdisonLearning Team support</b></li> </ul> <p>EdisonLearning will provide support and consultative services to the Partnership School primarily through a Vice President of Educational Services who will be assigned to the Partnership School. The following lays out some of the responsibilities of the Vice President of Educational Services:</p> <p><b>Vice President of Educational Services</b></p> <ul style="list-style-type: none"> <li>• Acts with school staff to develop and drive achievement plan implementation</li> <li>• Regularly assesses schools progress towards goals</li> <li>• Conducts onsite professional development</li> <li>• Supports leadership development at the school</li> <li>• Works closely with principal in reviewing data</li> </ul> <p><b>Reading Specialist</b></p>

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	<ul style="list-style-type: none"> <li>• Works with school staff to improve school wide reading and language arts instruction</li> <li>• Conducts onsite professional development</li> <li>• Works with reading teachers to analyze and respond to benchmark results</li> </ul> <p><b>Math Specialist</b></p> <ul style="list-style-type: none"> <li>• Works with school staff to improve school wide math instruction</li> <li>• Conducts onsite professional development</li> <li>• Works with math teachers to analyze and respond to benchmark results]</li> </ul>
<b>Curriculum and Instruction – Power of Teaching™</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- License to utilize the Power of Teaching program</li> <li>- Training and support in implementing the program</li> </ul>
<b>Curriculum and Instruction – Curriculum Companion Guides</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- State aligned Curriculum Companion Guides for Reading and Math</li> <li>- On-site customization from the EdisonLearning team</li> <li>- Training on use of the companion guides</li> </ul>
<b>Reporting</b>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- Monthly progress reports using the EdisonLearning Dashboards</li> <li>- Mid-year and Annual Report</li> </ul>

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**EdisonLearning™ Alliance Scope of Services  
for Thompson Middle School**

For the fee set out in EdisonLearning's application \$420.00 students + \$100.00 student startup fee year 1, EdisonLearning will deliver to Thompson Middle School the products and services set out below for the three year term of the relationship.

<p><b>Diagnostic Review and Report (Fall 2010)</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>A 3-5 day school diagnostic by a team of approximately 4 experts</b></li> <li>- <b>Diagnostic Report prepared by Diagnostic Team with school principal</b></li> </ul> <p>EdisonLearning will conduct a diagnostic to understand each partnership school's current strengths and weaknesses. This analysis will involve looking at both quantitative data and qualitative observations in addition to interviews with school administrators, teachers and parents. The diagnostic will assess, among other things, the following areas at each school:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Achievement Management (includes Assessment and Data Analysis)</li> <li>• Instruction</li> <li>• Professional Development</li> <li>• Curriculum</li> <li>• Student Care</li> <li>• Learning Environment</li> <li>• Family and Community</li> </ul> <p>Following the diagnostic, EdisonLearning will prepare a Diagnostic Report for each partnership school that will set out the results of the diagnostic and provide recommended interventions.</p>
<p><b>Professional Development – 2010-2011 SY (including Summer 2010)</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>National Conferences</b></li> <li>- <b>Regional, Local and Onsite Training</b></li> </ul> <p>- <b>EdisonLearning Leadership Team Training Conference (Summer 2010):</b></p> <ul style="list-style-type: none"> <li>• Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>• Principal and up to 4 members of the Leadership Team from each partnership school attend</li> </ul> <p>- <b>Instructional Leadership Conference (Fall 2010)</b></p> <ul style="list-style-type: none"> <li>• Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> <li>• Attendees include the principal and 4 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul>

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	<p>coordinated and scheduled by EdisonLearning with the Partnership School, the District and EdisonLearning's other partnership schools in the District.</p>
<p><b>EdisonLearning eEvaluate™ Assessment System</b></p>	<p><b>Deliverable:</b></p> <ul style="list-style-type: none"> <li>- <b>Nine online, monthly assessments in reading and mathematics</b></li> <li>- <b>Assessments aligned to Virginia State standards</b></li> <li>- <b>Each assessment will consist of approximately 25 questions in each subject</b></li> <li>- <b>Instant scoring of student results</b></li> <li>- <b>Multiple reporting views</b></li> <li>- <b>System training</b></li> <li>- <b>Data analysis training</b></li> <li>- <b>Hosting services</b></li> <li>- <b>Technical support via e-mail and 1-800 during normal school hours</b></li> <li>- <b>Automatic delivery of each month's assessments</b></li> <li>- <b>System upgrades and enhancements</b></li> <li>- <b>Set up support</b></li> </ul> <p>The EdisonLearning eEvaluate Assessment System provides relevant and reliable data on student performance that is an effective tool for informing instruction and for tracking student growth. EdisonLearning shall provide initial training to school administrators and teachers on using the eEvaluate system prior to the start of the 2010-2011 school year. Additional training on the use of the eEvaluate system and on the analysis and use of the data the system generates is provided to administrators and teachers by the Alliance Achievement Team (see below), as needed, throughout the entirety of the Alliance relationship.</p>
<p><b>Annual Program Of Support – Consultation and Support</b></p>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- <b>Approx. 55-65 days of Vice President of Educational services Support</b></li> <li>- <b>Approx. 55-65 days of Reading Specialist services</b></li> <li>- <b>Approx. 55-65 days of Math Specialist services</b></li> <li>- <b>Total of approximately 165-195 days of EdisonLearning Team support</b></li> </ul> <p>EdisonLearning will provide support and consultative services to the Partnership School primarily through a Vice President of Educational Services who will be assigned to the Partnership School. The following lays out some of the responsibilities of the Vice President of Educational Services:</p> <p><b>Vice President of Educational Services</b></p> <ul style="list-style-type: none"> <li>• Acts with school staff to develop and drive achievement plan implementation</li> <li>• Regularly assesses schools progress towards goals</li> <li>• Conducts onsite professional development</li> <li>• Supports leadership development at the school</li> <li>• Works closely with principal in reviewing data</li> </ul> <p><b>Reading Specialist</b></p> <ul style="list-style-type: none"> <li>• Works with school staff to improve school wide reading and language arts instruction</li> <li>• Conducts onsite professional development</li> <li>• Works with reading teachers to analyze and respond to benchmark results</li> </ul>

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	<p><b>- EdisonLearning Leadership Development Academy (Fall)</b></p> <ul style="list-style-type: none"> <li>• A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>• Principal recognition reception</li> <li>• Principal from each partnership school attends</li> </ul> <p><b>- Local and Onsite</b></p> <p>Thompson staff will also take part in local trainings that EdisonLearning provides both regionally and onsite that support school needs, including trainings for teachers, administrators and curriculum coordinators (or equivalent positions). This training will be coordinated and scheduled by EdisonLearning with Thompson administrative staff and the District</p> <p><b>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 District for reasonable out of pocket expenses incurred by attendees.</b></p>
<p><b>Professional Development - Annual Program Of Support after SY 2010-2011</b></p>	<p><b>Deliverables</b></p> <p>Typically, EdisonLearning's Conference Program for the school years after 2010-2011 would consist of the following:</p> <p><b>- EdisonLearning Leadership Development Academy Conference (Summer)</b></p> <ul style="list-style-type: none"> <li>• Four-day, offsite leadership training at the national EdisonLearning Leadership Institute</li> <li>• Principal attends</li> </ul> <p><b>- Instructional Leadership Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>• Three-day (four night) national professional development conference focused on developing capacity in each school's instructional leaders</li> <li>• Attendees include the principal and 4 instructional leaders, including but not limited to curriculum coordinators or department heads and lead teachers, from each school.</li> </ul> <p><b>- EdisonLearning Leadership Development Academy Conference (Fall)</b></p> <ul style="list-style-type: none"> <li>• A two-day national conference comprised of leadership training sessions and opportunities to share best practices with other principals</li> <li>• Principal from each partnership school attends</li> </ul> <p>However, the program set out above is subject to change based on modifications to EdisonLearning's Professional Development Program. EdisonLearning will provide the District with adequate and timely notice of any such 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 district for reasonable out-of-pocket expenses incurred by attendees.</p> <p><b>- Local and Onsite</b></p> <p>The Partnership School will also take part in local trainings that EdisonLearning provides to address particular Partnership School needs. This training will be</p>

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	<p><b>Math Specialist</b></p> <ul style="list-style-type: none"> <li>• Works with school staff to improve school wide math instruction</li> <li>• Conducts onsite professional development</li> <li>• Works with math teachers to analyze and respond to benchmark results]</li> </ul>
Curriculum and Instruction – Power of Teaching™	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- License to utilize the Power of Teaching program</li> <li>- Training and support in implementing the program</li> </ul>
Curriculum and Instruction- Curriculum Companion Guides	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- State aligned Curriculum Companion Guides for Reading and Math</li> <li>- On-site customization from the EdisonLearning team</li> <li>- Training on use of the companion guides</li> </ul>
Reporting	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>- Monthly progress reports using the EdisonLearning Dashboards</li> <li>- Mid-year and Annual Report</li> </ul>

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### Strand I

#### (Mentor Coaching Training and Special Education Training)

The **New\* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

Strand I:

<http://www.cpe.vt.edu/reg/nci-s1>

**For divisions marked with an asterisk (\*): Division contact registers for Strand II.**

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City*	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City*	Mallory ES	Tier III – 1003g
Henrico County*	Highland Springs ES	Year I of Title I School Improvement
Henrico County*	Adams ES	Year I of Title I School

		Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement
Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City*	L.F. Palmer ES	Tier III – 1003g
Roanoke City*	Hurt Park ES	Tier III – 1003g
Roanoke City*	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City*	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City*	Mount Zion ES	Year I of Title I School Improvement
Warren County*	Wilson Morrison ES	Year I of Title I School Improvement

**Strand II**  
**(Division Leadership Support Training)**

The **Title I Director** or **Director of Instruction of Returning\* Divisions** must register for this strand of the summer institute.

Strand II:  
<http://www.cpe.vt.edu/reg/nci-s2>

(\*Returning means divisions that did attend last summer's institute.)

Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

**Strand III  
(Formative Assessment™ Training)**

The **Returning\* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

Strand III:

<http://www.cpe.vt.edu/reg/nci-s3>

(\*Returning means individuals that did attend last summer's institute.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Ocohanock ES	Tier III – 1003g

<b>Orange County</b>	<b>Orange ES</b>	<b>Tier III – 1003g</b>
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
<b>Petersburg City</b>	<b>A.P. Hill ES</b>	<b>Tier III – 1003g</b>
<b>Petersburg City</b>	<b>J.E.B. Stuart ES</b>	<b>Tier III – 1003g</b>
<b>Petersburg City</b>	<b>Vernon Johns Junior High</b>	<b>Tier III – 1003g</b>
<b>Pittsylvania County</b>	<b>Dan River MS</b>	<b>Tier III – 1003g</b>
<b>Pittsylvania County</b>	<b>Kentuck ES</b>	<b>Tier III – 1003g</b>
Portsmouth City	Brighton ES	Year I of Title I School Improvement
<b>Portsmouth City</b>	<b>Churchland Academy ES</b>	<b>Tier III – 1003g</b>
Pulaski County	Dublin ES	Year I of Title I School Improvement
<b>Pulaski County</b>	<b>Pulaski ES</b>	<b>Tier III – 1003g</b>
Richmond City	Blackwell ES	Year I of Title I School Improvement
<b>Roanoke City</b>	<b>Addison MS</b>	<b>Tier III – 1003g</b>
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
<b>Shenandoah County</b>	<b>Ashby Lee ES</b>	<b>Tier III – 1003g</b>
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
<b>Suffolk City</b>	<b>Elephant’s Fork ES</b>	<b>Tier III – 1003g</b>
Warren County	Warren County MS	Year I of Title I School Improvement
<b>Westmoreland County</b>	<b>Washington District ES</b>	<b>Tier III – 1003g</b>
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

**Included for Application Completion Only-UVA Lead Turnaround Program**

Fairfax County	Woodlawn ES	Year I of Title I School Improvement
Fairfax County	Bucknell ES	Year I of Title I School Improvement
Fairfax County	Beech Tree ES	Year I of Title I School Improvement
Fairfax County	Hollin Meadows ES	Year I of Title I School Improvement

<b>Fairfax County</b>	<b>Dogwood ES</b>	<b>Tier III – 1003g</b>
<b>Fairfax County</b>	<b>Hybla Valley ES</b>	<b>Tier III – 1003g</b>
<b>Fairfax County</b>	<b>Washington Mill ES</b>	<b>Tier III – 1003g</b>
<b>Fairfax County</b>	<b>Mount Vernon Woods ES</b>	<b>Tier III – 1003g</b>

**Strand IV  
(Lead Turnaround Partner Training)**

The **Division Superintendent or Assistant Superintendent**, the **Lead Turnaround Partner**, and the **School Principal of Tier I and Tier II Schools** must register for this strand of the summer institute.

Strand IV:

<http://www.cpe.vt.edu/reg/nci-s4>

	Tier 1 Schools		Tier 2 Schools
Brunswick County	James. S. Russell Middle	Alexandria City	T.C. Williams HS
Grayson	Fries Middle	Buchanan County	Hurley HS*
Norfolk City	Lake Taylor Middle	Colonial Beach	Colonial Beach HS
Norfolk City	Ruffner Middle	Danville City	Langston Focus HS
Petersburg City	Peabody Middle	King and Queen County	Central HS
Richmond City	Fred D. Thompson Middle	Prince Edward County	Prince Edward Co HS
Richmond City	Boushall Middle	Richmond City	Armstrong HS
Roanoke City	Westside Elementary	Richmond City	George Wythe HS*
Sussex County	Chambliss Elementary	Roanoke City	Patrick Henry HS*
Sussex County	Sussex Central Middle		

\*These schools have applied for a waiver of identification.

## The Reform Models

As stipulated in the USED Final Requirements for School Improvement Grants as amended January 2010, the requirements for each of the four USED required models are provided below. Information on the State Turnaround Model is also provided for your information. **The USED reform models are for Tier I and Tier II schools only.**

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent, and select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as the following:

- Any of the required and permissible activities under the transformation model; or
- A new school model (e.g., themed, dual language academy).

### 2. Restart Model

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a nonprofit organization that operates or manages charter

schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or nonprofit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

**3. School Closure Model**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**4. Transformation Model**

A transformation model is one in which an LEA must implement each of the following strategies:

- Developing and increasing teacher and school leader effectiveness. *Required activities for the LEA:*
  - Replace the principal who led the school prior to commencement of the transformation model;
  - Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
    - take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
    - are designed and developed with teacher and principal involvement;
  - Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
  - Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
  - Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness. *Permissible activities* such as the following are allowed:

- Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- Instituting a system for measuring changes in instructional practices resulting from professional development; or
- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

An LEA’s comprehensive instructional reform strategies must include the following *required activities*.

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

An LEA may also implement comprehensive instructional reform strategies as *permissible activities*, such as the following:

- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Implementing a schoolwide “response-to-intervention” model;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program; and
- In secondary schools--
  - Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - Improving student transition from middle to high school through summer transition programs or freshman academies;
  - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

An LEA must increase learning time and create community-oriented schools by the following *required activities*:

- Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- Provide ongoing mechanisms for family and community engagement.

An LEA may also implement *permissible activities* including other strategies that extend learning time and create community-oriented schools, such as the following:

- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- Expanding the school program to offer full-day kindergarten or pre-kindergarten.

An LEA must provide operational flexibility and sustained support through the following *required activities*:

- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA may also implement other strategies for providing operational flexibility and intensive support, through *permissible activities* such as the following:

- Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### **5. State Transformation Model (Tier III Only)**

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. The requirements for the state transformation model are listed below.

An LEA will develop and increase teacher and school leader effectiveness by:

- Using data on student growth through formative assessment as a significant factor in evaluating teachers;
- Provide staff ongoing, high-quality, job-embedded professional development through a coaching model (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Establishing schedules and strategies that provide increased collaborative time including extended year and extended school day programs.

An LEA will use comprehensive instructional reform strategies by:

- Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Using data on student growth through formative assessment as a significant factor in monitoring student achievement and growth;
- Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program;
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate; and
- Using transition programs to support students moving vertically through the curriculum and from elementary to secondary programs.

- An LEA will increase learning time and creating community-oriented schools by:
- Establishing schedules and strategies that provide increased learning time including extended year and extended school day programs;
  - Provide ongoing mechanisms for family and community engagement;
  - Extending or restructuring the school day so as to add time for such strategies; and
  - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

- An LEA will provide operational flexibility and sustained support by:
- Ensuring that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated state assigned coach, and
  - Requiring alternative governance to support the school improvement planning team with oversight by the LEA and outside partners such as a university or state assigned coach.

**Quick Reference Summary of Major Requirements**

	<b>Must contract with a Lead Turnaround Partner</b>	<b>Must replace principal</b>	<b>May “start over” in School Improvement Timeline</b>	<b>Must hire a coach</b>
Closure				
Restart	X		X	
Transformation		X		
Turnaround	X	X	X	
State Transformation				X

Divisions that select a Lead Turnaround Partner (LTP) must develop a Memorandum of Understanding between the LTP and the division that specifies the services that will be delivered to the identified schools by the LTP.

## SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
<b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>		
<b><u>School Level</u></b>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
<p>For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.</p> <p>For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.</p>	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
<b>(Division Level)</b> <b><u>Divisions with Tier I and Tier II Schools</u></b>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
<b>Requirements for Tier III Schools and Divisions</b>		
<b><u>School Level</u></b>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]  <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<b>(Division Level)</b> <b><u>Divisions with Tier III Schools</u></b> <b><u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Smyth, and Staunton)</u></b>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<b><u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u></b>  Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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