

STATEMENT OF WORK
Formative Assessment Program and Related Services

THE SCHOOL BOARD OF PALM BEACH COUNTY
ONLINE COMMON ASSESSMENT PROGRAM
Provided by The Princeton Review, Inc.

August 3, 2006

Overview

This Statement of Work is subject to and a part of the Online Assessment Services Agreement between The Princeton Review, Inc. ("TPR") and The School Board of Palm Beach County ("SBPBC") dated July 27, 2005 (the "Agreement"). This Statement of Work ("SOW") identifies the deliverables to be provided by TPR and the payment terms for those deliverables. All capitalized terms contained, but not defined, in this SOW shall have the meaning assigned to such terms in the Agreement.

The parties hereby acknowledge and agree that the Agreement is in full force and effect and, for avoidance of doubt, confirm and agree that the term "Project" as used in Section I of the Agreement means all work related to the Invitation to Negotiate (No. 05C-011E) issued by the School Board of Palm Beach County dated June 3, 2005, and that the term of the Agreement as referenced in that Section I shall continue so long as a statement of work relating to the Project is in effect or as long as the parties are discussing additional work related to the Project, unless terminated earlier pursuant to the terms of the Agreement.

The Effective Date of this SOW is August 3, 2006 and this SOW will remain in effect until the Project deliverables set forth in and all payments required by this SOW are complete or until terminated pursuant to the Agreement, whichever is earlier.

The Formative Assessment Program will serve The School Board of Palm Beach County students, teachers and administrators in 46 Accelerated Academic Achievement (AAA) Schools for grades 3-11 in AY 06-07.

Below is a schedule of specific program deliverables and the associated payment terms for The School Board of Palm Beach County (program pricing is itemized in Appendix D).

Program Deliverables

Program Deliverables are organized as follows:

- Provide Web Platform: Homeroom Assessment Center
- Conduct School Administration Deployment Planning Meetings
- Provide Train-the-Trainer Sessions
- Import SBPBC-created Reading and Math Common Assessments
- Print and Deliver Assessments at selected grades
- Provide TPR-created Reading and Math Mini Assessments
- Provide and implement Assessment Review Plan
- Provide TPR-created Science Diagnostic Assessments

- Provide Account Management

1. Web Platform: Homeroom Assessment Center Specifications

- a. The Homeroom Assessment Center system will be available to The School Board of Palm Beach County and its relevant users (including administrators, teachers and students) August 3, 2006 – June 30, 2007. From August 3, 2006 to August 9, 2006, the only data available to SBPBC will be demo site data created by TPR for use by SBPBC users.
 - i. TPR will provide access for the Homeroom Assessment Center to the AAA Schools during AY 06-07. If additional SBPBC Schools, non-AAA, wish to join the partnership, each school will be billed individually according to The Princeton Review’s pricing sheet (Appendix D).
- b. For testing and online reporting via *Homeroom Assessment Center*, the first set of the SBPBC-identified Math and Reading Common Assessments will be available by September 22, 2006, and all of the remaining Math and Reading Common Assessments on or before November 10, 2006.
 - i. For testing and online reporting via *Homeroom Assessment Center*, Mini Assessments will be available online only.
- c. TPR will create Common Assessment identification numbers for accessing each online Common Assessment.
 - i. TPR will create the same Common Assessment identification numbers for electronic testing as the hard-copy versions.
 - ii. TPR will create a table that illustrates corresponding Common Assessment identification numbers between SBPBC and TPR numbering system.
- d. Common Assessment Administration Resources
 - i. TPR will use the Homeroom Assessment Center left-side navigation bar to upload assessment administration resources.
 1. By August 30, 2006, TPR will provide the following *Homeroom Assessment Center* user guides on left-side navigation bar:
 - a. *Homeroom Assessment Center* Teacher Guide
 - b. *Homeroom Assessment Center* Administrator Guide
 - c. SBPBC Common Assessment Scoring and Instructional Guides (required with the inclusion of constructed response items that are teacher scored locally only)
 - d. TPR will upload SBPBC’s Common Assessment Handbook in PDF format on left-side navigation bar on or before August 30, 2006.
 - i. SBPBC will provide TPR with an updated Common Assessment Handbook by August 3, 2006.
 - e. No later than the Spring of 2007, TPR will revise subparagraph (a) and (b) guides to customize them to SBPBC without additional cost to SBPBC.
- e. All *Homeroom Assessment Center* features, including (but not limited to) skill resources, existing textbook alignment, class creation and test creation come standard with the purchase of the site license.

- f. TPR will post a letter template for parent communication on the *Homeroom Assessment Center* web site so that teachers can share a program overview of the Online Common Assessment Program and detail their students' performance results.
 - i. TPR will translate the parent letter into Spanish, Haitian Creole, and Portuguese.
- g. TPR will align up to 24 SBPBC textbooks to the *Homeroom Assessment Center* at the chapter level. SBPBC will identify the textbooks by August 3, 2006. A preliminary list is located in the following table. This alignment organizes Homeroom Assessment Center Skill Resources online by the corresponding skills found in the textbook chapters. *Homeroom Assessment Center's Create-A-Test* functionality will also imbed textbook chapter alignments. In addition, the textbook alignments may also filter *Homeroom Assessment Center* Reporting functionality by displaying those Sunshine State Standards that have corresponding skills in the textbook selected for the class. This alignment does not add textbook page numbers to the Skill Resource or any other *Homeroom Assessment Center* web pages.
 - i. TPR will align SBPBC-created Math Common Assessments to corresponding textbooks by October 9, 2006.
 - 1. TPR will use SBPBC's predetermined mapping for these chapter alignments in the online *Homeroom Assessment Center* program.
 - ii. TPR will align SBPBC-created Reading Common Assessments to textbooks in Social Studies and Science by November 30, 2006.
 - 1. TPR will determine the mapping for the Reading assessment chapter alignments in the online *Homeroom Assessment Center* program.

Subject	School Level	Textbook
Reading	Elementary	Social Studies and Science textbooks for grades 3-11 (according to the content of the Reading assessment passage)
	Middle	
	High	
Mathematics	Elementary	Harcourt Math Advantage Florida Edition
	Middle - 6/7/8	Holt Rinehart Winston
	Middle - 7/8/9	McGraw Hill
	High - 9/10	McDougal Littell for Geometry

- h. TPR will open access to Common Assessments and Mini-Assessments between 7:30am-4:30pm Monday-Friday in the *Homeroom Assessment Center's* testing platform.
 - i. TPR and SBPBC realize schools may request to extend the testing times at various points during the school year. Adjustments can be made by formally requesting the action three weeks in advance of desired dates to a TPR Account Manager(s).
- i. SBPBC will provide TPR all required school administrator, teacher, student and class assignment data files, in SBPBC and TPR mutually approved and specified format, no later than August 25, 2006.
 - i. Regular SBPBC SIS data updates to the *Homeroom Assessment Center*, using SBPBC and TPR mutually approved and specified formats, will occur once per week. The sample data file formats that illustrate the SBPBC and TPR approved format are included as Appendix A.
 - ii. TPR will upload all SIS data in subparagraph (i) immediately above into the *Homeroom Assessment Center* and TPR will post all teacher and student usernames and passwords online for download and distribution after every SIS update.

- j. The *Homeroom Assessment Center* item bank includes Reading and Math assessment items only for local test creation.
- k. TPR will supply SBPBC with technical support, which includes telephone, e-mail, and chat support regarding use of *Homeroom Assessment Center* and resolution of issues Monday – Friday, 7am – 6pm ET.
- l. TPR will customize the *Homeroom Assessment Center* web site to include SBPBC-approved branding.
- m. All *Homeroom Assessment Center* non-SBPBC users will not have access to any items used by The School Board of Palm Beach County for the Common Assessment Program and aligned to the Sunshine State Standards in the *Homeroom Assessment Center* item bank. Similar items aligned to other state standards may remain in the *Homeroom Assessment Center* item bank.

2. School Administration Deployment Planning Meetings

- a. The Princeton Review will coordinate 46 School Administration Meetings with the AAA Schools to discuss implementation of the Online Common Assessment Program.
 - i. TPR’s Account Manager will meet with the Principal, Assistant Principal(s), Area Tech Specialist, Representative from Department of Assessment, and School Tech Specialist so long as all meeting are completed by September 29, 2006.
 - ii. TPR’s Account Manager will discuss the following items (i.e., 2.b.i.-iii) with the AAA Schools’ administration team during the meeting. Refer to the Discussion Items for the school Administration Meetings in Appendix B.
 - 1. SBPBC assessment administration expectations for the Online Common Assessment Program for the school:
 - a. TPR will discuss the current status of Common Assessments available and which assessments will be available in the future in Math and Reading.
 - b. TPR will discuss the current status of Mini-Assessments and which assessments will be available in the future in Math and Reading.
 - c. TPR will discuss the minimum requirements for Common Assessment and optional Mini-Assessment testing in Math and Reading.
 - 2. Evaluation of Common Assessment and Mini-Assessment testing capacity:
 - a. TPR will present information gathered from the Technology Survey and discuss a feasible implementation of the program.
 - i. TPR will discuss the number of computer labs available for testing and any work stations needed to implement the Online Common Assessment Program, clicker class sets needed, and scanners needed.
 - b. TPR will collaborate with the AAA Schools’ administration to establish a proposed testing deployment plan for AY 06-07 that may be modified by school. TPR will discuss the following questions:
 - i. How many assessments does your school plan to implement?

- ii. Who will administer the assessments?
 - iii. What collection device will they use?
 - iv. Where will scanners be located?
 - v. What is the proportion of clickers, scanners, and PC-based that will be deployed at each school?
 - vi. When will the teachers administer the assessments?
 - vii. How many Math and ELA classes are there?
 - viii. How many computer lab(s) are available for Common Assessment and Mini-Assessment testing?
 - ix. How will the clickers be secured?
 - c. Based upon the Common Assessment and Mini-Assessment discussion, TPR will recommend how to maximize the testing capacity of each school.
3. Provide program details and discussion points for administration team to communicate the Online Common Assessment Program with staff.

Deployment Planning Meetings	When/Duration	Where	Who
Topic: The Princeton Review's Homeroom Assessment Center and Technology Surveys	August 2006 for 2 hours	Central Location: e.g. District Computer Lab	Principal, Assistant Principals, Assessment Specs, Tech Spec, and TPR Acct Mgrs.

3. Program Train-the-Trainer Sessions

- a. The Princeton Review will conduct training in "train-the-trainer" format to the AAA School users of district, school administration and teacher level access to the *Homeroom Assessment Center*.
- b. Each training session will include up to 25 participants.
- c. TPR will prepare all training materials.
 - i. TPR will bring copies of agenda and handouts for each participant.
 - ii. TPR will provide "train-the-trainer" scripts for each type of training.
- d. TPR will deliver the following training sessions:
 - i. 1 District train-the-trainer session
 - ii. 6 School Administration train-the-trainer sessions
 - 1. TPR will present 2 preview session of the Homeroom Assessment Center to at least 2 school administration representatives from each school.
 - 2. TPR will conduct 4 sessions to train at least 2 school administration representatives from each school.
 - iii. 6 School train-the-trainer sessions
 - 1. TPR will conduct a total of 6 sessions to school trainers (at least 3 representatives from each school).
- e. Each training session is detailed in the charts below:

District Sessions	When/Duration	Where	Who
Topic: The Princeton Review's	TBD for 2-4 hours in	District Office	District Departments

Homeroom Assessment Center and the Common Assessment Program, including data analysis.	August, September, or October 2006	and/or Computer Lab	(Curriculum, MIS, Instructional Tech, Safe Schools, Performance Accountability, etc.)
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School Administration Sessions	When/Duration	Where	Who
Topic - The Princeton Review's Homeroom Assessment Center and the Common Assessment Program, including data analysis	September/October 2006 for 2-4 hours	Central Location: e.g. District	Principal, Assistant Principals, Assessment Specs, etc.

School Trainer Sessions	When/Duration	Where	Who
Topic: The Princeton Review's Homeroom Assessment Center and the Common Assessment Program, including Reporting and Data analysis	TBD for 3 hours in August, September, or October 2006	Central Location: e.g. District	Learning Team Facilitators, Reading and Math Coaches, and/or Instructional Tech vbc

- f. TPR will partner with NationalTeacher.org to provide training videos to SBPBC by October 6, 2006.
 - i. TPR will give the animation video series to SBPBC in electronic format and on CD-ROM format.
 - ii. TPR will create a modular, animation video series for training. The video will include information about the assessment program, TPR's *Homeroom Assessment Center*, and how to implement the program during the school year.
 1. TPR will record 30-40 minutes for the animation video series.
 - a. The animation video series will be structured into modules of various pieces of the program training: introduction, accessing the program, administering the assessments (online, scanner, and clicker modules), viewing reports, and selecting skill resources.
 - b. The animation video series will be a resource for first-time users to follow and for trained users to review.
 2. SBPBC will make the animation video series available through a district-selected website.
 - iii. TPR grants SBPBC a non-transferable license during the term of this SOW to display this animation video series within the school district to support the program and instruction.
 - iv. TPR will revise the video series to reflect any program updates at mutually agreed upon times.

4. **SBPBC Common Assessments:** The School Board of Palm Beach County will provide its own existing Common Assessment items for use in the *Homeroom Assessment Center*.
 - a. All existing SBPBC items will be transmitted to TPR in a TPR compatible and approved format, on or before August 3, 2006 to allow appropriate time to format, upload, and make changes (as specified below) to the assessments (total 262 unique test forms).
 - i. The approved format is a Microsoft Word document with GIF images. SBPBC will simultaneously provide its own pdf versions if available.

- ii. The Princeton Review’s assessment item upload and publishing process is explained in Appendix C.
- b. SBPBC retains ownership of all items that they provide to TPR. With the approval of The School Board of Palm Beach, TPR may make minor editorial changes to the items as necessary for copyediting (spelling, grammar usage, and punctuation errors) based upon the Chicago Manual of Style and TPR will ensure that all the items adhere to the appropriate FCAT item specifications as established by the Florida Department of Education.
- c. SBPBC will provide the following assessments to be uploaded to the *Homeroom Assessment Center*:
 - i. 262 unique assessments
 - 1. 14 Math in grades 3-10 and 12 Algebra in grades 8-9 (150 assessments)
 - a. 10 multiple choice items
 - 2. 14 Reading in grades 3-10 (112 assessments)
 - a. 15 multiple choice items
 - 3. The chart below details the Common Assessments to be provided by SBPBC on or before August 3, 2006:

Subject	Common Assessments	
	Reading	Math
Grade 3	14	14
Grade 4	14	14
Grade 5	14	14
Grade 6	14	14
Grade 7 <i>Regular</i>	14	14
Grade 7 <i>Pre-Algebra</i>		14
Grade 8 <i>Pre-Algebra</i>	14	14
Grade 8 <i>Algebra</i>		12
Grade 9 <i>Algebra</i>	14	12
Grade 9/10 <i>Inf Geometry</i>	14	14
Grade 9/10 <i>Geometry</i>		14

- ii. TPR will complete uploading of the first set of the SBPBC-identified Math and Reading Common Assessments into the *Homeroom Assessment Center* by September 22, 2006, and all of the remaining Math and Reading Common Assessments on or before November 10, 2006.
- iii. TPR will provide online explanations for each multiple-choice answer choice for the first set of the SBPBC-identified Math and Reading Common Assessments into the *Homeroom Assessment Center* by September 22, 2006, and all of the remaining Math and Reading Common Assessments on or before November 13, 2006.

5. Printing and Delivering Assessments

- a. Printed Assessments: The Princeton Review will print and ship Common Assessment test booklets to the SBPBC AAA schools.
 - i. TPR will print and ship 7 iterations of the Common Assessments (district’s choice) in Reading and Math in grades 3, 6-10 so that they arrive at the schools on or before September 22, 2006.

- ii. SBPBC will identify 7 Common Assessments and provide a projected school-by-school, student count by grade and subject (and including school addresses) on or before August 3, 2006, without change except to add overage as set forth below.
 - 1. TPR will ship the following calculated amounts:
 - a. 80% of the AAA school-by-school student counts in grades 6-10
 - b. 100% of the AAA school-by-school student counts in grade 3
 - c. 0% of the AAA school-by-school student counts in grade 4 and 5
 - iii. TPR packs assessments in packets of twenty (20). This packing schema naturally results in some overage in schools. To ensure that there are sufficient materials available to schools, TPR will include an additional packet of twenty for every grade and subject where the naturally occurring overage is less than 5%. For example, if a school has 34 students taking grade 5 math assessments, TPR will ship two packets of twenty forms each, resulting in 40 forms total, or 15% over the student number. Overage should not drop below 5% in any grade within a school to ensure adequate availability of testing materials for all students taking assessments. Accordingly, additional 20 packs are sent whenever the overage is less than 5% (e.g. in a school with 39 5th graders taking an assessment, 40 test booklets would only be about 2.5% and therefore a full pack would be sent and invoiced to SBPBC).
 - iv. TPR will ship – and, ultimately, SBPBC will be invoiced for and hereby agrees to pay for – the total number of test booklets shipped (the amounts set forth in the submission in paragraph 5(a)(ii) above plus overage as set forth in 5(a)(iii).
 - b. TPR will provide shipment tracking information to SBPBC.
 - c. SBPBC can purchase additional printed Common Assessment booklets beyond the amount indicated above at a cost of \$0.68 per booklet (as itemized in the pricing sheet Appendix D). TPR requires five weeks notice for the shipment of any additional booklets beyond those designated above, and SBPBC will submit a change order to purchase more assessment booklets.
 - i. SBPBC can make additional copies of the assessment booklets on their own.
- 6. TPR-created Mini-Assessments:** The Princeton Review will make available to SBPBC in the *Homeroom Assessment Center* TPR-created Mini-Assessments. TPR will deliver the assessments in a Microsoft Word document with GIF images and PDF format to SBPBC.
- a. On or before November 17, 2006, pending acceptance of mini assessments by SBPBC by August 15, 2006, these mini-assessments will be online only for Reading and Math in AY 06-07 as follows:
 - i. TPR will upload Math and Reading unique assessments
 - 1. 194 Math mini-assessments in grades 3-10 (970 items)
 - a. 5 multiple choice items
 - 2. 132 Reading mini-assessments in grades 3-10 (660 items)
 - a. 5 multiple choice items
 - 3. TPR will create item answer choice explanations for all mini-assessment multiple-choice questions and will make them available by November 17, 2006, pending acceptance of mini assessments by SBPBC by August 15, 2006.

4. The chart below details the number of mini-assessments written for single benchmarks in Reading and Math (There are individual assessments per Math benchmark. However, double the assessments per Reading benchmark due to fewer Reading benchmarks.):

Subject	Mini-Assessments	
	Reading	Math
Grade 3	16	24
Grade 4	16	24
Grade 5	16	25
Grade 6	16	25
Grade 7	16	26
Grade 8	16	26
Grade 9	18	22
Grade 10	18	22

- b. TPR will ensure that all Mini Assessment items and test forms adhere to the appropriate Florida Comprehensive Assessment Test item specifications and are aligned with the appropriate Sunshine State Standards as established by the Florida Department of Education.

7. Assessment Review Plan

- a. The Princeton Review and The School Board of Palm Beach County will jointly develop and agree to an assessment review plan for AY 06-07 (“Assessment Review Plan”) for SBPBC- created Reading and Math Common Assessments with corresponding Answer Explanations, TPR-created Reading and Math Mini Assessments with corresponding Answer Explanations, and newly TPR-created Science Diagnostic Assessment items and test forms, with corresponding Answer Explanations.
- i. The Assessment Review Plan will detail timelines for assessment item and test form development and assessment review by both SBPBC and TPR.
- b. Princeton Review Assessment Consulting Team: The Princeton Review Assessment Consulting Team will work with The School Board of Palm Beach County to set program goals, select assessment design, develop blueprints, and deliver all aspects of consulting services. This team includes:
- i. Dr. Tom Fisher – Independent Consultant to The Princeton Review and former Testing and Evaluation Administrator responsible for K-12, college, and professional testing programs for the State of Florida, Department of Education. Dr. Fisher works with Princeton Review client school districts in the State of Florida to provide expertise and guidance in assessment blueprinting and item selection based on his vast experience in educational testing in general and FCAT specifications in particular.
 - ii. Lorna Harrison – Internal Assessment Consultant has worked in the high stakes assessment industry for over 15 years and brings to formative assessment and the Palm Beach project extensive expertise in assisting school districts in assessment design, blueprinting, item selection, and similar functions.
 - iii. Dr. Henry May – Independent Consultant to The Princeton Review and member of the Consortium for Policy Research in Education at the University of Pennsylvania. Dr. May consults on all aspects of sound assessment design as it relates to the development of growth and predictive models. Dr. May also conducts ongoing IRT analyses on the general item pool as well as customer-specific year-end psychometric analyses.

- iv. Dr. James Marshall - Independent Researcher and a Faculty member in the Department of Technology in San Diego State's Graduate Education School. Dr. Marshall works with TPR school district clients to design and implement evaluative protocols that qualitatively assess the classroom instructional impact of TPR's formative assessment program. This information may be combined with the psychometric report to provide a comprehensive year-end program evaluation and guide revisions to the program for the following year.
- c. Assessment Consulting and Review Plan:
- i. **SBPBC-created Common Assessments:** Pursuant to the Assessment Review Plan, TPR will provide SBPBC time to review and approve any minor editorial changes made to the SBPBC-created Reading and Math Common Assessment items as necessary for copyediting (spelling, grammar usage, and punctuation errors) based upon the Chicago Manual of Style and adherence to the appropriate FCAT item specifications along with corresponding Answer Explanations.
 - 1. Pursuant to the Assessment Review Plan, TPR will provide SBPBC the edited assessment test forms and the answer explanations at a mutually agreed upon time in PDF format for review within a week of time of receipt. If further edits are requested, TPR will require 2-3 weeks to make changes.
 - ii. **TPR-created Mini Assessments:** Pursuant to the Assessment Review Plan, TPR will provide SBPBC time to review and approve the TPR-created Reading and Mini Assessments with corresponding Answer Explanations.
 - 1. Pursuant to the Assessment Review Plan, TPR will provide SBPBC the assessment test forms and the answer explanations at a mutually agreed upon time in PDF format for review within a week of time of receipt. If further edits are requested, TPR will require 2-3 weeks to make changes.
 - iii. **TPR-created Science Diagnostic Assessments:** TPR will provide SBPBC the following assessment consulting services to develop, review, and approve science assessment items and test forms for Diagnostic Assessments. Specific sessions include:
 - 1. **Blueprint Design:** In these sessions, an assessment consultant will work with the SBPBC district staff to develop the blueprint design for Science Diagnostic Assessments. TPR will ensure that all the assessment items and test forms adhere to the appropriate FCAT item specifications and are aligned with the appropriate Sunshine State Standards as established by the Florida Department of Education. TPR will deliver the assessments in a Microsoft Word document with GIF images and PDF format to SBPBC.
 - a. TPR will create 2 Science Diagnostics in grades 3-11 on or before April 24, 2007.
 - b. The blueprinting session will be a total of 1 full day in length (8am – 3pm). The blueprint will determine which FCAT standards will be tested and determine the test objectives for item development.
 - c. For the blueprinting sessions, SBPBC will provide 2 - 4 Science curriculum specialists per grade for blueprinting for their respective grade.

- d. Science Diagnostic Assessments:
 - i. The blueprinting session for Science Diagnostic Assessments will be held on or before August 3, 2006.
 - ii. SBPBC will give final approval of the Science Diagnostic Assessment blueprints by August 3, 2006.
- 2. TPR Item Selection: Our internal Content Development team will develop Science assessment items and test forms according to the Science blueprints and will select assessment items based on Science blueprints created in collaboration with SBPBC. The assessment item and test form review sessions will be a total of 4 full days in length (8am – 3pm).
 - a. Item Review date for Science Diagnostic Assessments will be held at mutually agreed upon dates.
- 3. Psychometric Services: This service provides statistical analysis of formative assessment results as set forth in paragraph 9(f) below. This will be done in collaboration with SBPBC.
- iv. TPR recommends that SBPBC provide Science content specialists to serve as primary and ongoing contacts for Assessment Review.
 - 1. Science content specialists will be asked to review assessment items and test form during school hours (8am – 3pm).
- v. TPR will provide high-quality, edited assessment items and test forms for review, and SBPBC will approve all final versions of newly created Science Diagnostic Assessment items and test forms.
- d. TPR will either rewrite poorly performing assessment items and test forms or make changes based on psychometric results for up to 10% of the assessment items and test forms in the following school year.

8. TPR-created Diagnostic Assessments

- a. **Science Diagnostic Assessments:** On or before November 3, 2006, TPR will collaborate with The School Board of Palm Beach to create the first iteration of Science Diagnostic assessments in grades 5, 8, and 11 (total 3 unique test forms). TPR will deliver the assessments to SBPBC in a Microsoft Word document with GIF images and PDF format.
 - i. On or before February 28, 2007, TPR will create the first iteration Science Diagnostic assessments in grades 3, 4, 6, 7, 9, and 10 (total 6 unique assessments).
 - ii. On or before April 24, 2007, TPR will create a second iteration of the Science Diagnostic assessments for grades 3-11 (total 9 unique assessments).
 - iii. All Science Diagnostic assessments will have approximately 40 assessment items per test form.
- b. TPR will ensure that all Science Diagnostic Assessment items and test forms adhere to the appropriate Florida Comprehensive Assessment Test item specifications and are aligned with the appropriate Sunshine State Standards as established by the Florida Department of Education.
- c. Subject to the terms and conditions of the Agreement, TPR hereby grants to The School Board of Palm Beach a non-exclusive, nontransferable right and perpetual license to use TPR's assessment items provided under this SOW for TPR's Science Diagnostic Assessments and Reading and Math Mini Assessments. The license rights set forth

herein are provided solely for the noncommercial benefit of the District, its students and its staff.

9. Account Management

- a. The Princeton Review will service the Online Common Assessment Program with the following team:
 - i. **Florida Account Executive (Kurt Fichtman)** - Mr. Fichtman will provide sales support for the SBPBC, including all contract related issues, proposals for additional services, and any changes that may impact initial pricing estimates. His time on this project is estimated at 5% to 10%.
 - ii. **Lead Account Manager (Anne d'Epagnier)** - Ms. d'Epagnier will be the primary contact and liaison to the SBPBC on all aspects of the program including program communications, deliverables, and deadlines. She will also manage and coordinate the assistant account manager(s) on all issues, such as delivering train-the-trainer sessions, providing progress reports and logistics execution. Her time on this project is 100%.
 - iii. **Assistant Account Manager (TBD)** - The individual will be brought into the program on an as needed basis throughout the roll out to support approximately half of the AAA district schools. The individual will support the Lead Account Manager in delivering train-the-trainer sessions, managing logistics, and frequent communications. His or her time is 100%.
 - iv. **Train-the-trainers (Homeroom Assessment Center Trainers)** – These staff members will provide train-the-trainer sessions on Homeroom Assessment Center and train-the-trainer sessions on reports interpretation and analysis. Time per consultant will vary but is estimated at 5% to 10%.
- b. **SBPBC Program Manager:** The Program Manager will serve as the primary SBPBC contact for all aspects of the Online Common Assessment Program in addition to the Assessment Program Committees. The Program Manager will collaborate with TPR to monitor the program and communicate internally with the district and AAA Schools.
- c. **Assessment Program Committee:** TPR recommends that SBPBC appoint an Assessment Program Committee with various key members. The committee will consist of a representative from the Assessment, Informational Technology, Professional Development, and Safe Schools departments. These representatives will have expertise as specified below. Additionally, they will be accountable for gaining approval on program issues and reporting program status to their particular department members.
 - i. Each Assessment Program Committee member will meet with the SBPBC Program Manager and TPR Account Manager(s) on an ongoing basis at mutually agreed upon times throughout the duration of the partnership.
 - ii. The Assessment Program Committee will have expertise as specified below:
 1. **Assessment representative** will have expertise in the construction of the Diagnostic and Common Assessments and knowing which assessments cover which benchmarks.
 2. **Informational Technology representative** will have expertise in such areas as the district technology infrastructure and how to transfer data from the district's Student Information System.
 3. **Educational Technology representative** will have expertise in supporting school's technology implementations.

4. **Educational Data Warehouse representative** will have expertise of the Educational Data Warehouse.
 5. **Professional Development representative** will have expertise in how best to train SBPBC educators, know appropriate professional development timelines, and manage training logistics in the district.
 6. **Safe Schools representative** will have expertise in academic focus of the AAA Schools, Learning Team Facilitator resources, and how to provide support to schools.
 7. **Curriculum/Learning Support representative** will have expertise in the instruction of the Sunshine State Standards.
 8. **Area Office representative** will have expertise in supporting the SBPBC schools.
 9. **Selected AAA Principals** (representative from Elementary, Middle, and High) will have expertise in the daily school procedures/policies and needs of the students and teachers.
- d. TPR recommends the following Communication Plan to deploy the Common Assessment program to all AAA schools upon SOW approval. This plan is subject to further review and addition as the parties agree prior to August 16, 2006.

Item	Item Owner	Goal/Message	Delivery Time	Mode of Delivery
Kickoff Meeting	SBPBC Depts (IT, Safe Schools, Curriculum, Assessment) and TPR Account Mgrs	SBPBC Planning Team will meet with TPR Account Manager(s) to discuss program details and implementation	Upon approval of SOW	Live
District Planning Meeting	SBPBC Depts (IT, Safe Schools, Curriculum, Assessment) and TPR Account Mgrs	SBPBC Planning Team will meet with TPR Account Manager(s) as needed at mutually agreed upon times to establish "Next Steps" of the program	Ongoing	Live
Weekly Program Meeting	SBPBC Program Mgr and TPR Account Mgr(s)	SBPBC Program Manager and TPR Account Manager(s) will meet weekly to monitor the program events.	Ongoing	Live
Provide Program Guides and Materials	TPR	Incorporate district- and program-specific information into Program Guides and Parent Letters on the tool bar of the Homeroom Assessment Center	August 06	Program website

Train-the-trainer Sessions	SBPBC (district, school, and train-the-trainers) and TPR (Acct Mgrs and Trainers)	TPR will deliver train-the-trainer sessions for district, school, and teacher level access to the Homeroom Assessment Center.	August, September, or October 2006	Live
Training Video	TPR and SBPBC	TPR will provide SBPBC a video series of program training to post on SBPBC website.	August 06	Video
Informational Video	TPR and SBPBC	TPR will provide SBPBC with 2 informational videos, 1 for parents and 1 for educators, to post on SBPBC website.	August 06	Video
General Correspondence	TPR	TPR will maintain relationship with district, school, and teachers via phone and email for appointment setting, follow-up correspondence,	Ongoing	Phone, Email
Mid-Year Report and Meeting	SBPBC Depts (IT, Safe Schools, Curriculum, Assessment) and TPR Account Mgrs	SBPBC and TPR Account Management conduct meeting to review program progress with Mid-Year Report.	January 07	Mid-Year Report and Live Meeting
Summative Report and Meeting	SBPBC Depts (IT, Safe Schools, Curriculum, Assessment) and TPR Account Mgrs	SBPBC and TPR Account Management conduct meeting to discuss culmination of program with Summative Report.	June 07	Summative Report and Live Meeting

- e. TPR will partner with NationalTeacher.org to provide informational videos to SBPBC by August 30, 2006.
- i. TPR will give the informational videos to SBPBC in electronic format and on CD-ROM format.
 - ii. TPR will create two informational videos: Parent and Educator. TPR will record 7 minutes for each informational video.
 1. The Parent video will include general information about the assessment program, TPR's *Homeroom Assessment Center*, and how the program will impact their children's academic life.
 - a. The Parent video will be translated in Spanish, Portuguese, and Haitian Creole.
 2. The Educator video will include general information about the assessment program, TPR's *Homeroom Assessment Center*, and how the program will impact their students' learning.
 - iii. SBPBC will make all videos available to parents and educators through a district-selected website.
 - iv. TPR grants SBPBC a license during the term of this SOW to use these videos within SBPBC to support the program and instruction.
 - v. TPR will revise the video series to reflect any program updates at mutually agreed times.
- f. TPR will provide Psychometric Analysis and Reports

- i. All Common Assessment (only) student result data will be compiled and analyzed by TPR and SBPBC psychometricians and TPR will submit reports and data to SBPBC at the end of the school year. These reports will include:
 1. Item analysis by grade and assessment
 2. Item fit plots for each test
 3. 1, 2, or 3-parameter IRT analysis based on number of student responses
 4. Identification of poor performing items
 5. Recommendations for edits to assessments for the following year based on item analysis and review of program goals.
- g. TPR proposes the following implementation timeline for the Online Common Assessment Program (This plan is subject to further review and addition as the parties agree prior to August 16, 2006):

Program Tasks	Estimated Timelines	Responsibility	Details
SOW Signing	August 2006	SBPBC /TPR	SOW finalized and signed by both parties.
SBPBC delivers Common Assessments	August 2006	SBPBC	SBPBC provides electronic copies of all Common Assessments per grade and subject.
Kickoff Meeting	August 2006	SBPBC /TPR	SBPBC Planning Team meets with TPR Account Manager(s) to determine dates and timeline for program events (e.g. tech audits, weekly/monthly implementation meetings, etc.
Editing and Upload of Existing Common Assessments	August 2006	TPR	TPR Content department copyedits and uploads into Homeroom Assessment Center.
Goal Setting and Blueprinting for Assessments	August 2006	SBPBC /TPR	Both parties meet to discuss overall goals of the program and build blueprints to meet those goals.
Test Form Development by The Princeton Review for the Assessments	August 2006	SBPBC /TPR	Our Assessment Group will build customized test forms aligned to the SSS and the FCAT according to blueprints.
Content Review for the Assessments	August 2006	SBPBC	The SBPBC Assessment Team may conduct a review of items and tests forms.
Content Edits for the Assessments	August/ September 2006	TPR	Based upon feedback from the Review Team, TPR will edit the test forms as needed. It is expected that edits will be minor and few.
Final Approval	August 2006	SBPBC	TPR will submit to SBPBC edited assessments for final approval over a 3 day period.
Develop Communications	August 2006	TPR	SBPBC will provide district- and program-specific information for

Materials			TPR to incorporate into Program Guides and Parent Letters.
Initial HAC account creation	Early August 2006	SBPBC /TPR	SBPBC sends SIS data to TPR by first week of August. TPR creates HAC user accounts for students, teachers and administrators allowing them to take tests and view reports.
First HAC Account Update	Late August 2006	SBPBC /TPR	After 10 th school day, SBPBC sends updated SIS data to TPR. TPR updates HAC student user accounts for first testing window.
Regular HAC/SIS updates	Ongoing	SBPBC /TPR	Ongoing, regular HAC student user account updates will occur once per week
District Administrator Training Sessions	August, September, or October 2006	SBPBC /TPR	TPR presents to appropriate district administrators to provide program overview and logistics.
School Administrator Training Sessions	August, September, or October 2006	SBPBC /TPR	TPR presents to appropriate school administrators to provide program overview and logistics, including basic HAC training.
Assist Palm Beach Communication with Educators and Parents	August 2006	SBPBC /TPR	TPR will assist SBPBC with providing brochures/letters regarding program for communication with Educators and Parents
Train-the-Trainer Sessions	August, September, or October 2006	SBPBC /TPR	TPR will deliver train-the-trainer sessions for district, school, and teacher level access to the Homeroom Assessment Center.

Additional Terms and Conditions

1. TPR hereby grants to SBPBC a non-exclusive, nontransferable right and perpetual license to use TPR's assessment items from TPR's Science Diagnostic Assessments and Reading and Math Mini Assessments provided under this SOW. The license rights set forth herein are provided solely for the noncommercial benefit of the School Board of Palm Beach County, its students and its staff and may not be sold or sublicensed. This license amends Section XIV(3)-Intellectual Property of the Agreement, but only for the items provided under this SOW. TPR retains all ownership rights in the TPR Intellectual Property, including the items subject to the license set forth in this section. All other TPR Intellectual Property shall be subject to the original terms and limited license set forth in the Agreement.

2. TPR shall use commercially reasonable efforts to keep *Homeroom Assessment Center* available on a 24 hours a day, seven days a week basis, subject to scheduled downtime for maintenance purposes. Any such downtime shall be scheduled at times that minimize the impact to SBPBC.
 - a. The parties acknowledge that in the Internet is neither owned nor controlled by any one entity. Nevertheless, TPR warrants that it will take all necessary steps to ensure that the *Homeroom Assessment Center* is accessible to the SBPBC at all times during the SOW. For each day that the *Homeroom Assessment Center* is not accessible, TPR shall credit SBPBC \$395 per day which shall be applied to the next invoice.
3. The parties will work together to promptly resolve any issues that arise during the term of this SOW. The parties will agree on a process for escalating issues that cannot be resolved.
4. Changes to the deliverables and/or obligations set forth in this SOW requested by either party will require a change order approved by both parties.
5. Change orders requested by SBPBC will result in additional charges based on the type of change requested as outlined in Appendix D.
6. TPR shall, in addition to any obligation to indemnify SBPBC under Section V of the Agreement, and to the fullest extent permitted by law, protect, defend, indemnify and hold harmless SBPBC, its agents, officers, elected officials, and employees from and against any and all claims, actions, liabilities, losses including economic losses, or costs arising out of allegations by a third party that the items subject to the license granted in this SOW or the Parent and Educator videos infringe or misappropriates a copyright, trademark, patent or trade secret or violate state or federal confidentiality law.”

Out Year Deliverables

Some of the key deliverables of the Online Common Assessment Program for fiscal years 2008 and 2009 may include the following products and services. If SBPBC decides to renew this Agreement for additional years, deliverables and pricing will be negotiated at that time.

- New item development beyond the replacement of items that cannot be answered as originally written
- Additional technology customization
- Additional integration services
- New materials or assessments

A Statement of Work will be agreed to by the parties to reflect the deliverables and services for each year of the Agreement. Each such Statement of Work will be made an exhibit to the Agreement.

Program Cost and Payment Terms

The total cost for the program is \$ 2,032,771.00. TPR will invoice based on completion of deliverables. The amount of the invoice will be based on the pricing of the deliverables described in Appendix D and

will state the items being billed with reference to the applicable portion of the SOW. The School Board of Palm Beach County agrees to pay within thirty (30) days of receipt.

THE PRINCETON REVIEW, INC.

The School Board of Palm Beach County

By: _____

By: _____

Name: _____

Name: _____

Date: _____

Date: _____

Appendix A

Discussion Items for AAA School Administration Meetings

Date: **School:**

Attendees:

Principal Assistant Principal(s) Area Tech Spec School Tech Spec Assessment Department The Princeton Review
--

Assessment Details:

Assessments AY 06 - 07

Subject	Common Assessments				Mini-Assessments	
	Reading	Math	Science	PB Writes	Reading	Math
Grade 3	14	14	0	10	16	24
Grade 4	14	14	0	10	16	24
Grade 5	14	14	0	10	16	25
Grade 6	14	14	0	10	16	25
Grade 7 <i>(Regular & Pre-Algebra)</i>	14	14	0	10	16	26
Grade 8 <i>(Pre-Algebra & Algebra)</i>	14	14 <i>(12 Algebra)</i>	6	10	16	26
Grade 9 <i>(9 & 10 Inf Geometry)</i>	14	14 <i>(12 Algebra)</i>	6	10	16	22
Grade 10 <i>(9 & 10 Geometry)</i>	14	14	6	10	18	22

Minimum Requirements:

Minimum Number of Assessments Required AY 06 - 07

When	Grade	Subject	Diagnostic Test	Common Assessments	Mini-Assessments
Aug-Nov	3-10	Reading	1	2	Optional
		Math	1	2	Optional
		Science (8-10)	N/A	N/A	N/A
		PB Writes	N/A	4	N/A
Dec-Feb	3-10	Reading	1	1	Optional
		Math	1	1	Optional
		Science (5, 8, 11)	1	N/A	N/A
		PB Writes	N/A	2	N/A

Computer-Lab Discussion from Technology Survey:

Lab	1	2	3	4	5	6
Location or Room						
Surveyed (Y or N)? Any comments?						

Available for testing? If No, why?						
---	--	--	--	--	--	--

Common Assessment Action Plan:

Guiding Questions

- How many assessments does your school plan to implement?
- Who will administer the assessments?
- What collection device will they use?
- Where will scanners be located?
- What is the proportion of clickers, scanners, and PC-based that will be deployed at each school?
- When will the teachers administer the assessments?
- How many Math and ELA classes are there?
- How many computer lab(s) are available for Common Assessment and Mini-Assessment testing?
- How will the clickers be secured?

Appendix B

The Princeton Review Item Import and Publishing Process

- 1- Created question and passage templates for each subject/grade.
Templates include following meta-data
 - a. Grade
 - b. Subject
 - c. # questions
 - d. Assessment Standard
- 2- Copied and formatted Passage and Multiple Choice question stem and answer choice content into appropriate templates.
 - a. Each multiple choice Math question is a stand-alone template while each Passage and all associated questions reside in a single template to maintain their relationship in the online platform.
- 3- Assigned content the following specific meta-tags.
 - a. Taxonomy mapping (The Princeton Review proprietary index of skills for tagging content for display and alignment to curriculum/state standards.)
 - b. Correct Answer position (converted to numerical position. e.g. A=1, B=2, C=3, D=4)
- 4- QA-ed provided correct answer keys and provided suggested corrections where appropriate.
- 5- QAed curriculum standards provided against MC questions to which they were to be aligned, and provided suggested corrections where appropriate.
- 6- Verified taxonomy alignments for each question were mapped appropriately to Palm Beach Assessment Standard and Sunshine State Standard.
- 7- Wrote explanations for answer choices on Common Assessments identified by the customer.
- 8- Imported Passages and MC question templates into Online Publishing system and generated HTML.
- 9- Production review and edit of items in HTML to match original content provided by the customer.
- 10- Recreated and resized art pieces to comply with online HTML parameters.
- 11- Used HTML versions of content to create online exam versions of each Common Assessment using naming conventions provided by the customer.
- 12- Published each exam in Online Publishing System to the Homeroom Assessment Center platform.
- 13- Formatted each PDF generated from Homeroom interface, including re-formatting of art and layout.
- 14- PDFs put through Production Editorial for copyediting and final QA of correct answers, taxonomy elements, and content.
- 15- Final adjustments made to both online exams and exam PDFs.
- 16- Created separate PDFs for each Extended Response and Short Response question, including covers and posted them on Homeroom.
- 17- Assigned all exams to users through Homeroom Assessment Center.

Appendix C

Sample Student Information System Data Files

Class file

Column Header	TheirID	TheirSID	OrgType	OrgName	Address	City	State	Zip
Description of Column	District Identifier which will be called upon as a reference whenever any district or school organization is added to the HAC.	School Identifier which will be called upon as a reference whenever any new school organization is added to the school.	Describes the type of organization					
Required Information	Required for all Orgs	Required for all Orgs	Required for all Orgs	Required for all Orgs	Required for all Orgs	Required for all Orgs	Required for all Orgs	Required for all Orgs
Accepted Values			District School					

District and School Organization file

Column Header	TheirID	TheirSID	TheirCID	OrgType	Org Name	Grade
Description of Column	District Identifier which will be called upon as a reference whenever any district or school organization is added to the HAC.	School Identifier which will be called upon as a reference whenever any new school organization is added to the school.	School Identifier which will be called upon as a reference whenever any new school organization is added to the school.	Describes the type of organization.		
Required Information	Required for all Classes	Required for all Classes	Required for all Classes	Required for all Classes		Required for all Classes
Accepted Values				Class		3 through 12
	20		3351 5010010701	Class		Sm th_3_ELA

New Info Import

LevelID	LevelCID	LevelSID	LevelIID	TheirUID	UserType	FirstName	LastName
You don't need to worry about this field. But please leave it here. Should be blank	You don't need to worry about this field. But please leave it here. Should be blank	District ID where this user will be located.	School ID where this user will be located. <i>Not needed for district administrators.</i>	A unique number for each user that helps us identify who is who. Student ID# work great. Last 4 of SS# work well for teachers and admins.	Pretty straight forward. Describes the type of account the user will have.	The user's first name. No initials, or second names.	The user's last name.
Any	Any	Any	Any	Numbers only	DistrictAdmin (level 2) SchoolAdmin (level 1) Teacher Student	Alphabetical characters only. No spaces, hyphens, parentheses, periods, dashes, etc.	Alphabetical characters only. No spaces, hyphens, parentheses, periods, dashes, etc.
Required for all Users	Required for all Users						
		Oak Glen School District		2465	DistrictAdmin	Mark	Ammon
		Oak Glen School District		3612	DistrictAdmin	Abigail	Bainbridge
		Oak Glen School District	Oak Glen High School	4978	SchoolAdmin	Quintin	Dixon
		Oak Glen School District	Oak Glen Middle School	3421	SchoolAdmin	Maria	Elliott
		Oak Glen School District	Oak Glen Middle School	12	Teacher	John	Hall
		Oak Glen School District	Oak Glen Middle School	13	Teacher	Charmelrus	Hesthmon
		Oak Glen School District	Oak Glen Middle School	14	Teacher	Hartleigh	Hirman
		Oak Glen School District	Oak Glen Elementary School	1649852	Student	Gerald	Martin
		Oak Glen School District	Oak Glen Elementary School	1649853	Student	Alan	Pauley
		Oak Glen School District	Oak Glen Elementary School	1649854	Student	Gerald	Sanchez
		Oak Glen School District	Oak Glen Elementary School	1649855	Student	Yukissa	Valdez
		Oak Glen School District	Oak Glen Elementary School	1649856	Student	Shekinah	Blanford
		Oak Glen School District	Oak Glen Elementary School	1649857	Student	Jesus	Brown
		Oak Glen School District	Oak Glen Middle School	1649858	Student	Ersahun	Buchanan
		Oak Glen School District	Oak Glen Middle School	1649859	Student	Jessica	Burnough

Gender	DOB	Grade	TheirCID	Email	Economic Disadvantage	Title 1 Part A	Migrant
The user's gender	The user's date of birth.	For systems only. Which grade are they in?	You don't need to worry about this field. But please leave it here.	Email address for teachers and administrators only.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.
M F	Please use the format of the examples below.	Grades 3 - 12			A = Not identified as economically disadvantaged. B = Single for one meal under the federal school lunch and child nutrition program. C = Single for two meals or more under the federal school lunch and child nutrition program. D = Other economic circumstances.	A = Student does not currently participate in federal or state Title 1 program at current campus. B = Student does participate with schoolwide program. C = Student participates in program at targeted intervention school and current campus. D = Student is a previous participant in program at targeted intervention school and current campus. If a student does not appear in Title 1, Part A school list on area T101, then A services because the student is homeless.	Y N
Optional	Optional		Optional	Optional	Optional	Optional	Optional
M				admin@review.com			
F				admin@review.com			
M				admin@review.com			
F				admin@review.com			
M				teacher@review.com			
F				teacher@review.com			
M				teacher@review.com			
M	03/15/2000	3			A	B	N
M	05/23/2000	3			A	B	N
M	10/05/2000	4			A	B	N
F	03/30/1999	4			B	B	N
F	06/05/1999	5			A	B	N
M	01/01/1998	5			A	B	N
M	11/00/1997	6			O	B	N
F	10/15/1996	7			A	B	N

LEP	Bilingual	ESL	Gifted	At Risk	Ethnicity	Disability
NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.	NCLB subcategory for students. Used for disaggregate reporting. Please choose from the accepted values listed below.
Y N	Y N	Y N	Y N	Y N	100 = White non-Hispanic 200 = Black non-Hispanic 300 = Hispanic 400 = Asian or Pacific Islander 500 = American Indian or Alaska Native 600 = Unspecified 700 = Multiracial 800 = Native Hawaiian	Y N
Optional	Optional	Optional	Optional	Optional	Optional	Optional
N	N	N	N	N	100	N
N	N	N	Y	N	100	N
N	Y	Y	N	N	300	N
N	N	N	N	N	300	N
N	N	N	Y	N	200	N
Y	N	Y	N	N	300	N
N	N	N	Y	N	700	N
N	N	N	N	N	100	N

Appendix D
Pricing Sheet – FY 2007 SOW 2

Deliverable	SOW Reference	Units	Price
Homeroom Assessment Center Specifications			
	1		
Cost Per Student	1.a	1	4.00
Total Student User License's	1.a	24000	96,000.00
Additional 12 schools for early adoption	1.a.i	12000	48,000.00
Total			144,000.00
School Administration Deployment Planning Meetings			
	2		
Cost Per Deployment Meeting	2	1	2,600.00
Initial Deployment Meetings	2	46	119,600.00
Textbook Alignment	1.g		47,000.00
Total			166,600.00
Train-the-Trainer Sessions			
	3		
Cost per Session	3		2,600.00
District Sessions	3.d.i	1	2,600.00
School Administration Sessions	3.d.ii	6	15,600.00
School Trainer-the-trainer Sessions	3.d.iii	6	15,600.00
Training Video	3.f		112,500.00
Total			146,300.00
Common Assessments: Palm Beach Uploaded Items			
	4		
Reading	4.c.i.2		
Cost Per Item and Answer Choice Explanation		15 items	130.00
Cost Per Test - Grades 3 – 10		112 tests	1,950.00
Total			218,400.00
Math	4.c.i.1		
Cost Per Item and Answer Choice Explanation		10 items	130.00
Cost Per Test - Grades 3 – 10		150 tests	1,300.00
Total			195,000.00
Printing and Delivering Assessment Tests			
	5		
Cost Per Test		1	1.03
		280,000	
1st Delivery		tests	288,400.00
Total			288,400.00
Mini-Assessments:			
	6		
Reading	6.a.i.2		
Cost Per Item and Answer Choice Explanations		5 items	90.00
Cost Per Test - Grades 3 – 10		132 tests	450.00
Total			59,400.00

Math	6.a.i.1		
Cost Per Item and Choice Explanations		5 items	90.00
Cost Per Test - Grades 3 – 10		194 tests	450.00
Total			87,300.00

Assessment Review Plan Total	7		
Review Plan			40,200.00
Total			40,200.00

TPR-created Diagnostic: Science	8.a		
Cost Per Items and Answer Choice Explanation		40 items	300.00
Cost Per Test - Grades 2 – 11		18 tests	216,000.00
Total			216,000.00

Account and Project Management	9		
Lead Account Manager	9.a.ii	1	228,839.00
Assistant Account Manager(s)	9.a.iii	1	187,232.00
Informational Videos	9.e		37,100.00
Psychometric Analysis and Reports	9.f		18,000.00
Total	9		471,171.00

Total FY
2007: \$ 2,032,771.00

Additional Options

Additional Schools	1.a		
Cost Per Student			4.00
Cost Per Training-the-trainer session			2,600.00
Cost Per Deployment Meeting			2,600.00
Assistant Account Manager(s)	9.a.iii		187,232.00

TPR-created Science Items: Additional Science Items	8.a		
Cost Per Items and Answer Choice Explanation			300.00