

APPENDIX C

Proposal Cover Page

(Print or duplicate and complete this form *and include it in your application package.*)

Project Title: Lead Teacher Initiative

Section 1. Applicant Information

LEA: Washington County Schools Tax ID/EIN: _____

Website: www.edline.net/pages/Washington-County-Schools Fax: 252-793-5062

Mailing Address: 802 Washington Street City/State/Zip: Plymouth, NC 27962

RFP Contact Name and Position: Shawnda Cherry, Chief Personnel Officer

Phone: 252-793-5171 Email: shawndacherry@wcsnc.org

Section 2. Project Information

Project Director Name and Position (if different from contact): _____

Phone: _____ Email: _____

Total Project Budget: \$132,180 Requested Grant Amount: \$132,180

Estimated Number of Schools Served: 5 Estimated Number of Students Served: 720

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (check each box so as to indicate your review and certification):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2017.

Signature and date: (in blue ink) Shawnda Cherry

Title: Chief Personnel Officer Phone: 252-793-5171 or 252-325-1019

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Supplemental materials <ul style="list-style-type: none">• NC School Report Card (District Snapshot)• Guskey's Professional Development Evaluation Model	

Washington County Schools is a small school district serving about 1400 students in 5 schools in rural eastern North Carolina. Like many of the rural communities in this part of NC, with a dwindling tax base and a declining industrial presence, our community is facing many economic challenges including sufficiently funding our school system. With a median household income of \$33,115, twenty-four percent of the population of Washington County lives below the poverty line. (This is higher than the national average of 15.5%.) (Census Bureau data). Also, for the first time in our history, our school district received a designation of low performing (4 of the 5 schools designated as low performing) from the state board of education. For the 2016-2017 school year, we have about 130 teachers, of which 32% are Beginning Teachers. Of those Beginning Teachers, 74% are lateral entry teachers. It is critical that we find a way to improve teacher quality so we can positively impact student achievement.

The goals of the Lead Teacher Initiative are to improve teacher quality through specialized training, certifications and/or advanced degrees; recruit and retain quality educators, decrease the teacher turnover rate and increase the number of teachers pursuing advanced degrees and/or National Board Certification. As is supported by research, improved teacher quality will also increase student achievement. This initiative will enable our teachers to be paid a supplement for serving in a teacher leadership position. These teacher leaders will receive specialized training and/or certifications for the role in which they will serve. Teachers with advanced degrees and/or National Board Certification will have the opportunity to serve in leadership roles and actively plan and facilitate the integration of best practices in the classrooms of their colleagues. They will develop peer coaching expertise so they can coach and support others.

The lead teacher roles to be developed include mentors, grade level/department chairpersons, school improvement team chairperson, model classroom teachers, beginning teacher coordinator,

various professional development lead teachers (i.e. PBIS, Rigor, Reading strategy, Math strategy, Engagement strategy, etc.)

- **Mentors** will meet the state requirements to become a mentor. He/she will be required to document regular contact with mentee, develop weekly planning/interaction logs, be given release time to observe/coach mentee, and serve as a peer observer.
- **Grade level/ department chairpersons** will also meet the state requirements to be a mentor and have evidence of student growth. An advanced certification or degree in a relevant area is preferred. He/she will serve as leaders of their department by mentoring colleagues, facilitating decisions within the department and serve on SIT team to represent the grade level. He/she will also organize, manage & communicate information to team members from SIT/ administration, and represent the team whenever necessary i.e. interview team, advocate for students and/or the team.
- **School Improvement Team chair** will also meet the state requirements to be a mentor and have evidence of student growth. An advanced certification or degree in a relevant area is preferred. This teacher leader will work closely with the school administrator to facilitate the development of the School Improvement Plan. He/she will identify and implement an appropriate data collection and monitoring process to ensure progress monitoring of the goals. Other duties would include facilitating regular meetings of the School Improvement Team and presenting the plan and updates to stakeholders.

- **Model classroom teachers** will meet the state requirements to be a mentor and have evidence of student growth. An advanced certification (National Board Certification) or degree in a relevant area is preferred. These individuals must also have demonstrated mastery in implementing best practices instructional strategies. He/she will lead school-wide efforts to implement data-driven instructional models that include blended learning environments, utilizing digital learning resources, and focusing on methods of improvement for school-wide performance issues.
- **Beginning Teacher Coordinator** will meet the state requirements to be a mentor and have evidence of student growth. An advanced certification (National Board Certification) or degree in a relevant area is preferred. Responsibilities will include plan & organize New Employee Orientation & Induction activities, conduct monthly Teacher Talk sessions with beginning teachers, identify & facilitate staff development relevant to beginning teachers, develop & implement district beginning teacher support plan and develop & maintain beginning teacher files.
- **Professional Development Lead** (PBIS, Reading/Math strategy, Engagement, Rigor etc) will meet the state requirements to be a mentor and have evidence of student growth. An advanced certification (National Board Certification) or degree in a relevant area is preferred. He/she will become trained in a professional development model or strategy and demonstrate mastery/effectiveness in the model or strategy through observations, data collection, etc. In addition, he/she will serve as an in-house provider of

professional development or function as a content area coach, monitor and/or coach other teachers on implementing the model/strategy and serve as a resource for them.

- **Professional Development Coordinator** will be a district-level position established to coordinate, facilitate and evaluate the Lead Teacher Initiative. This educator would primarily be responsible for promoting the program, identifying quality candidates, facilitating the activities of the program (linguistics of professional development activities), collaborative planning, peer coaching and mentoring as well as participant and program evaluation. This person will also complete all required reporting to NCDPI.

A team will be established to evaluate applicants on a rubric. The selection process will include an application, interview and demonstrated mastery. Teachers who earn the Lead Teacher designation will keep it and the compensation as long as he/she continues to meet standard on the supplemental evaluation. If he/she fails to meet standard on the supplemental evaluation, he/she will be placed on probation. During the probationary period, the compensation is not affected. If no improvement is made during the probationary period, then the compensation and designation is removed. These teachers will be evaluated using the NC Educator Evaluation System, as is all teachers. They will also receive a supplemental evaluation to include specific criteria related to the designated role.

A comprehensive publicity campaign would be designed by our Personnel Department to inform the public and all stakeholders of the Lead Teacher Initiative. We will utilize our district website to recruit teachers and garner interest in the positions. Our superintendent, through video, will extend a personal invitation to our teachers to challenge them to be leaders. Our

district leadership team will visit the staff meeting at each school to provide details of the program, criteria and how to apply. We will have a social media campaign as well as utilize existing community forums or meetings (i.e. superintendent town hall meetings, local radio show, posters and fliers, etc) to inform the public.

In addition to the NC Teacher Salary and local supplement, each Lead Teacher will receive an additional supplement of \$2000 per year, per designation. This additional supplement is to be paid twice a year, mid-year and end of year. Each school (five total) will be included in this initiative. The number of Lead Teachers at each school will vary, however, there is potential for at least three at each school. We are asking to be funded for \$132,180 which would include twenty supplements (\$40,000), cost of training/certifications (\$32,180) and a district Professional Development Coordinator (\$60,000). These twenty supplements has the potential to have a major impact at the school level. With at least three teachers per school, the minimum number of students to have a Lead Teacher as the teacher of record would be 720 students with the potential to be even greater. Financial sustainability would be established through the reallocation of Title II funds and shifts elsewhere in the budget. We will also seek additional grants and funding sources.

Lead Teacher Initiative Objectives

- Establish Lead Teacher roles so that at least 10% of classroom teachers will receive additional compensation, specialized training, certifications and/or advanced degrees by June 2018
- Decrease the Teacher Turnover rate by 5% (from 20% to 15%) so that WCS can retain quality educators by June 2018

- Increase the number of teachers who receive advanced degrees to 5% (Elem from 24% to 29%, Middle school from 18% to 23% and High School from 28% to 33%) by June 2018
- Decrease the percentage of students scoring level I on NC EOG & EOC test by 10% (Reading from 35% to 25%, Math from 39% to 29%, Science from 29% to 19%, English II from 43% to 33%, Math I from 46% to 36% and Biology from 51% to 41%) by June 2019.

Lead Teacher Initiative evaluation procedures and methods

- District Lead Teacher Coordinator will perform monthly walkthroughs/observations of each lead teacher
- District Evaluation team will perform quarterly walkthroughs/observations of each lead teacher
- District Evaluation team will review portfolio of each Lead Teacher by April 2018
 - Portfolio to include evidence of student growth, evidence of impact of coaching, demonstrated mastery/ effectiveness in the role
- District Evaluation team will use Guskey's Model for PD evaluation to determine the effectiveness of the program

Proposed Budget

Description	Estimated cost	Completion date
Larry Bell (703-969-0156) District PD Reaching & Teaching Low Achieving Students	Initial presentation (districtwide)= \$7800 Follow up sessions= \$6800 per session (4 follow-up sessions = \$27,200 TOTAL=\$35,000	Initial presentation- August 2016 Follow up dates: <ul style="list-style-type: none"> • October 2016 • January 2016 • March 2016 • June 2016
Eric Jensen's Teaching & Engaging with Poverty in Mind Summer Teacher Workshop (San Antonio, Tx)	\$1545 per person <ul style="list-style-type: none"> • \$600 air fare • \$450 hotel • \$495 registration TOTAL= \$6180 (4 people)	June 22-24, 2016
PBIS Training	\$0 NCDPI will provide free training	July 2016
Letterland Training (3 days)	\$3750 per person <ul style="list-style-type: none"> • Trainer Training \$2900 • Hotel \$450 • Travel \$400 TOTAL= \$7500 (2 people)	March 2016
Other training in best instructional practices such as Conceptual Math, Technology as a Tool, Higher Order Thinking Skills, and Hands on Science	\$15,000	August 2016
Professional Development Coordinator	\$60,000	Hired July 2016
Teacher supplements	\$2000 per year, per designation <ul style="list-style-type: none"> • 20 supplements = \$40,000 	January & July 2017
	ESTIMATED TOTAL COST	\$132,180



WASHINGTON COUNTY SCHOOLS

802 Washington Street • Plymouth, North Carolina 27962

Phone: 252.793.5171 Fax: 252.793.5062

Dr. Delilah Jackson
Superintendent

October 11, 2016

To Whom It May Concern,

I am in full support of the Lead Teacher Initiative for Washington County Schools. Our district, especially our students, will benefit greatly from the development of advanced teaching roles for our staff. It is our goal to assist every effort to improve teacher quality and student achievement in the district.

The salary supplements in this proposal will be paid as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting State allotments. If a classroom teacher in an advanced role fails to maintain the minimum criteria established for the position, is not successfully performing the additional duties associated with the advanced teaching role or voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

Thank you for supporting our continued efforts to advance teaching and learning in Washington County.

Sincerely,

Dr. Delilah Jackson, Superintendent

Guskey's Five Critical Levels of Professional Development Evaluation

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> • Did participants like it? • Was time well spent? • Did the material make sense? • Will it be useful? • Was the presenter knowledgeable? • Did the physical conditions of the activity support learning? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of sessions. • Focus groups • Interviews • Personal learning log • MeetingWorks internet-based sessions • Analysis of threaded discussion forums 	<ul style="list-style-type: none"> • Initial satisfaction with experience. 	<ul style="list-style-type: none"> • To improve program delivery and design
2. Participants' Learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge or skill? 	<ul style="list-style-type: none"> • Paper and pencil tests • Simulations and demonstrations • Participant reflections (oral and/or written) • Participant portfolios • Case study analysis • MeetingWorks internet-based sessions • Analysis of threaded discussion forums 	<ul style="list-style-type: none"> • New knowledge and/or skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
3. Organization support and change	<ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate or procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from meetings • Questionnaires • Focus groups • Structured interviews with participants and school or district administrators • Participant portfolios • MeetingWorks internet-based sessions • Analysis of threaded discussion forums 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodations, facilitation and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To improve future change efforts
4. Participants' use of new knowledge or skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes • Concerns-based Adoption Model 	<ul style="list-style-type: none"> • Degree and quality of information 	<ul style="list-style-type: none"> • To document and improve the implementation of program content

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ol style="list-style-type: none"> 1. cognitive (performance and achievement) 2. affective (attitudes and dispositions) 3. psychomotor (skills and behavior) 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

Washington County Schools
**Delilah Jackson,
Superintendent**

 802 Washington St
 Plymouth, NC 27962
 (252)793-5171

DISTRICT PROFILE

School Size: The average number of students in an elementary (K-5), middle (6-8), and high (9-12) school in this district in the state.

	Elementary	Middle	High
District	411	267	347
State	490	659	848

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our District	21	19	19	21	23	30	26	21	19
State	19	19	19	19	20	20	22	22	22

* Legislation mandates that class sizes for grades 4-12 are not restricted.

Average Course Size: The average number of students enrolled in the courses listed at the time of testing.

	English II	Math I	Biology
District	13	17	13
State	19	20	18

School Attendance: The average percentage of students who attend school daily at the elementary (K-5), middle (6-8), and high (9-12) school for this district and the state.

	Elementary	Middle	High
District	95%	96%	96%
State	95%	95%	95%

SAFE, ORDERLY AND CARING SCHOOLS

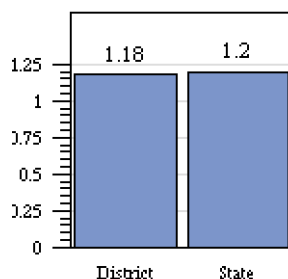
School Safety: The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

	Elementary	Middle	High
District	0.24	1.12	0
State	0.2	0.87	1.3

Student Out-of-School Suspensions and Expulsions: The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Elementary	Middle	High
Short-Term Suspensions	8.27	41.2	14.12
Long-Term Suspensions	0	0	0
Expulsions	0	0	0

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device



On this measure, smaller numbers are better than larger numbers; there are more computers available to students when the number of students per computer is low.

SCHOOL PERFORMANCE

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
District	35.4%	39.4%	28.9%
State	21.6%	24.9%	16.5%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
District	26.0%	30.9%	20.2%
State	22.1%	22.8%	14.6%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	Reading	Math	Science
District	10.9%	9.4%	10.6%
State	11.2%	8.1%	9.7%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	Reading	Math	Science
District	24.4%	17.0%	34.4%
State	34.7%	28.3%	41.5%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	Reading	Math	Science
District	N/A	N/A	6.0%
State	10.4%	15.8%	17.7%

N/A = Fewer than five students

FIVE ACHIEVEMENT LEVELS

LEVEL 1: Limited Command of knowledge and skills
 • Performing At or Above Grade Level: NO
 • Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills
 • Performing At or Above Grade Level: NO
 • Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills
 • Performing At or Above Grade Level: YES
 • Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills
 • Performing At or Above Grade Level: YES
 • Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills
 • Performing At or Above Grade Level: YES
 • Meets N.C. Standard for College-and Career-Readiness: YES

What does the achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

SCHOOL PERFORMANCE, continued

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	English II	Math I	Biology
District	43.2%	46.1%	50.9%
State	19.9%	24.9%	24.2%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	English II	Math I	Biology
District	26.1%	16.4%	25.4%
State	20.6%	15.3%	22.2%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	English II	Math I	Biology
District	9.9%	11.8%	9.6%
State	9.6%	11.2%	8.8%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	English II	Math I	Biology
District	20.7%	24.3%	14.0%
State	44.2%	34.8%	30.1%

N/A = Fewer than five students

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

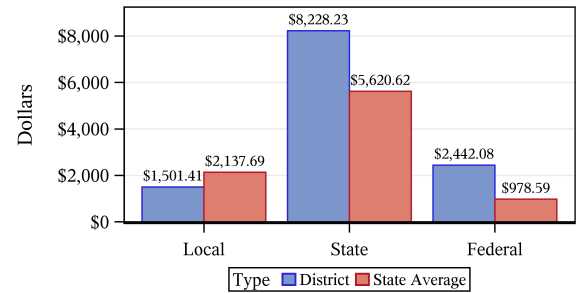
LEVEL 5	English II	Math I	Biology
District	N/A	N/A	N/A
State	5.8%	13.8%	14.8%

N/A = Fewer than five students

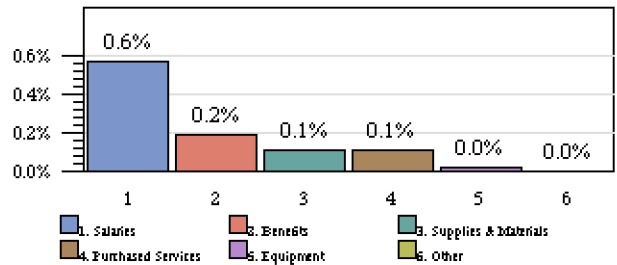
Annual Measurable Objectives (AMOs): Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs based on 2012-13 data. Targets can be viewed at www.ncpublicschools.org/accountability/reporting.

Our district met 39 out of 71 targets.

FINANCIAL SUPPORT



Source of Funds (Amount per Student): Public schools in North Carolina operate with funding from local, state and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating schools, including teacher and administrator salaries, textbooks, transportation, Career and Technical education courses and other educational supplies and materials.



Use of Funds: Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a district.

QUALITY TEACHERS AND ADMINISTRATORS

QUALIFICATIONS OF TEACHERS

Classroom Teachers: The average number of classroom teachers in an elementary (K-5), middle (6-8), and high (9-12) school for this district and state.

	Elementary	Middle	High
District	23	17	25
State	34	42	54

Fully Licensed Teachers: The percentage of classroom teachers with clear initial or clear continuing licenses (not lateral entry, alternative, or emergency licensed teachers).

	Elementary	Middle	High
District	94%	77%	68%
State	98%	93%	90%

Teacher Turnover Rate: The percentage of teachers who left their school district from the start of the prior year to the start of the current year.

	Elementary	Middle	High
District	23%	44%	36%
State	14%	16%	16%

Years of Teaching Experience: The percentage of teachers who have taught for 0-3 years, 4-10 years or over 10 years in this district and the state.

	Elementary			Middle			High		
	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years
District	30%	13%	57%	41%	24%	35%	40%	8%	52%
State	23%	28%	49%	24%	26%	50%	22%	24%	54%

QUALIFICATIONS OF PRINCIPALS

Years of Experience as a Principal: The percentage of principals with experience of 0-3 years, 4-10 years, or over 10 years as a principal.

	0-3 Years	4-10 Years	10+ Years
District	80%	20%	0%
State	43%	43%	14%

Principals with Advanced Degrees: The percentage of principals who have completed an advanced college degree beyond a master's degree.

District	N/A
State	21%

Teachers with Advanced Degrees: The percentage of teachers who have completed an advanced college degree, including a master's or doctoral degree.

	Elementary	Middle	High
District	24%	18%	28%
State	31%	29%	27%

National Board Certified Teachers: The average number of school staff, including teachers, administrators and guidance counselors, who have received National Board Certification at the elementary (K-5), middle (6-8), and high (9-12) school levels in this district and the state.

	Elementary	Middle	High
District	2	N/A	1
State	5	6	9

Highly Qualified Teachers: Percentage of classes taught by Highly Qualified teachers as defined by federal law.

	Elementary	Middle	High
District	98%	73%	86%
State	99%	96%	95%

Principal Turnover Rate: The percentage of principals employed last year who are no longer employed in the same school this year.

District	20%
State	10%