

Proposal for:

**SERIAL 10106 – RFP
REQUEST FOR PROPOSAL FOR EDUCATIONAL
CONSULTING SERVICES, SCHOOLS**

Assessment Center & STEP Process

Presented to:

Maricopa County Education Service Agency
Materials Management Department
Materials Management Center
320 West Lincoln Street
Phoenix, Arizona 85003-2494



Presented by:

Basis Policy Research, LLC
9650 Strickland Rd, Suite 103 – 296
Raleigh, North Carolina 27615

Battelle for Kids
1160 Dublin Road, Suite 500
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February 18, 2011



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Letter of Transmittal

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Paul Aguilar
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Maricopa County Materials Management Department
320 West Lincoln Street
Phoenix, Arizona 85003-2494

Re: RFP Number 10106-RFP – Assessment Center & STEP Process

Dear Paul,

Basis Policy Research, LLC ("Basis"), in partnership with Battelle for Kids ("BFK"), hereby submits its response to your request for proposal for the **Assessment Center & STEP Process** task order under **RFP Number 10106-RFP**.

Should you have any questions regarding our proposal, please feel free to contact me via email at jaspringer@basispolicyresearch.com or via phone at 615.521.0641.

We look forward to the opportunity to continue our partnership with the Maricopa County Education Service Agency, and greatly appreciate your consideration. Thank you, and

Best regards,

Jeffrey A. Springer
Partner
Basis Policy Research, LLC

Narrative

Basis Policy Research (“Basis”) has partnered with Battelle for Kids (“BFK”) to assist MCESA in the development, implementation, monitoring, evaluation, revision, and validation of assessment center tools, processes, and screenings to select career pathway candidates under the Rewarding Excellence in Instruction and Leadership (“REIL”) program. BFK is a national, not-for-profit organization that specializes in creating strategies that advance the development of human capital, the use of strategic measures, the implementation of effective practices, and communication with all stakeholders in schools. Basis is an independent consulting firm offering a diversity of client services, including: program evaluation; statistical analysis; qualitative analysis; cost-benefit research; research design; survey research; proposal writing; and data management.

Based on our collective experience partnering with school districts across the country, Basis and BFK believe there is potential for a successful partnership with MCESA that accelerates student progress by placing the most effective educators in meaningful leadership opportunities that leverage their talents. We envision a career pathways selection process that serves as a powerful and positive experience for educators in Maricopa County to showcase their talents and grow in their profession.

To begin this work, we propose a 15-month engagement, beginning in April 2011, with the goal of building MCESA’s capacity to carry on this work without Basis and BFK’s assistance by July 2012. This work will build upon MCESA’s strong foundational efforts under the REIL program as described in its recent successful Teacher Incentive Fund (“TIF”) grant proposal.

Specifically, we will approach the work in three phases, as defined in the proposal request:

Task 2.1.1: Develop the Selecting Teachers to Enter Pathways (“STEP”) process.

Task 2.1.2: Assess qualified teachers and principals with newly developed STEP process.

Task 2.1.3: Determine appropriate career path placement.

BFK will lead these tasks, with support from Basis managing partners given their familiarity and ongoing involvement with MCESA and related components of the REIL program. We describe each task in greater detail below.

Task 2.1.1: Develop the Selecting Teachers to Enter Pathways (STEP) process.

BFK has extensive experience helping school districts implement a range of human capital development initiatives. BFK’s knowledgeable staff will collaborate closely with MCESA leaders, the REIL Management Team, and other key stakeholders to develop the STEP process in accordance with TIF guidelines and REIL program tasks. Building on the Teacher Career Pathway Program guidelines established in MCESA’s TIF grant, BFK and Basis senior-level consultants will lend expertise around program design and measures to support the development of the STEP assessment tools and process.

This collaborative process will begin with BFK consultants working with MCESA stakeholders to identify critical values and desired outcomes. We also will examine practical implementation concerns and suggest ways of addressing these issues. Following this initial exploration, BFK will then take a number of steps to develop the best possible standards-based system for assessing candidate knowledge, skills and dispositions for leadership positions, including career pathways and turnaround opportunities. First, BFK will establish a research and best practice base to help guide thinking around the assessment center concept. BFK will provide a designed literature and best practice review in PDF format. Then, in close collaboration with REIL and other stakeholders, BFK will develop a multiple data point system for screening teachers and principals for possible placement in career pathway positions. This assessment tool will include a number of measures, including (but not limited to): student achievement information; video portfolios; performance tasks; simulations; interviews; group interactions; and observations. BFK and Basis will present a range of options for these measures to the REIL Management Team, and together, we will thoughtfully consider the advantages and disadvantages of each measure prior to selecting them for use in the STEP process.

In addition, BFK will work with key stakeholders to identify and communicate relevant law and policy implications of the newly developed STEP system, and will offer recommendations for implementation based on our findings. At the conclusion of this phase of the work, BFK will help pilot the STEP system using existing data and modify it as needed to ensure successful implementation.

Table 1 – Task Timeline, Deliverables, and Milestones

Task 2.1.1: Develop the Selecting Teachers to Enter Pathways (STEP) process.

Timeline	Deliverables and Milestones
April 2011	Conduct exploratory meeting with MCESA stakeholders
April 2011	Conduct a research review to inform design of STEP tool/process
May 2011	Present, recommend and select measures to be used for screening candidates and finalize design of STEP assessment tool/process
May 2011	Pilot test STEP tool/process
June 2011	Revise STEP tool/process as needed
June 2011	Provide policy and law review, possible implications and recommendations

Task 2.1.2: Assess qualified teachers and principals with newly developed STEP process.

Upon completion of the design and pilot phase of STEP, BFK will assist in MCESA’s initial year of implementation. Specifically, BFK will work with REIL program staff to recruit, identify, and then train a core group of peer evaluators who will be responsible for conducting evaluations across the six REIL districts. This structure will build the capacity within MCESA to carry out the STEP process after the conclusion of BFK’s contract.

In addition, it has been our experience that developing a core team is an effective way of operating a program such as this one at a large scale, across multiple districts and schools. Through workshops and other development tools, BFK will design and provide comprehensive training to this core team of peer evaluators. The goal of these trainings will be to allow evaluators to accurately assess teacher effectiveness while maintaining a pre-determined level of inter-rater reliability.

BFK will also provide strategic support during the roll out of the assessment system, and will deliver summary reports for the screened candidates upon completion of the evaluations. Throughout this process, BFK and Basis will collaborate closely with the MCESA leaders, the REIL Management Team and stakeholder groups, with a collective focus on ensuring that the most effective educators are identified for possible career ladder opportunities.

Table 2 - Task Timeline, Deliverables, and Milestones

Task 2.1.2: Assess qualified teachers and principals with newly developed STEP process.

Timeline	Deliverables and Milestones
July 2011	Identify and recruit potential members of a core team of peer evaluators with MCESA
August 2011 – September 2011	Train peer evaluators to assess teachers using STEP process
September 2011 – January 2012	Provide support to REIL staff and core team of peer evaluators during the teacher and principal assessment process
November 2011	Design candidate summary report template
January 2012	Deliver candidate summary reports

Task 2.1.3: Determine appropriate career path placement.

In addition to our work on the design of the STEP assessment tool and support in the initial year of its implementation, BFK proposes to assist in the decision-making process surrounding career pathway placements. Using research, best practice, and the STEP process as guidelines, BFK will support MCESA and the REIL Management Team in determining the appropriate career path placements for teachers and principals. Throughout this process, BFK and Basis will provide thought leadership around placement of teachers within the Teacher Career Pathway roles including: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; and (4) Turnaround Teachers.

Based on educators’ feedback and reflection on their experiences with the selection process during the first year of using the STEP process, BFK will work with MCESA to refine and redesign the assessment system as needed in May 2012. This step will prepare MCESA to carry out the STEP process without BFK’s assistance thereafter.

Table 3 – Task Timeline, Deliverables, and Milestones

Task 2.1.3: Determine appropriate career path placement.

Timeline	Deliverables and Milestones
April–May 2012	Support MCESA and REIL staff in teacher placement efforts
May 2012	Refine and redesign STEP process based on Year 1 feedback

References – Basis Policy Research

1. COMPANY NAME: Institute of Education Sciences, U.S. Department of Education
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2. COMPANY NAME: Florida Department of Education
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3. COMPANY NAME: Organisation for Economic Co-Operation and Development
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4. COMPANY NAME: National Heritage Academies, Inc.
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CONTACT PERSON: Dr. Nick Sheltroun
TELEPHONE: 616-777-2360
E-MAIL ADDRESS: nsheltroun@heritageacademies.com
5. COMPANY NAME: Grand Rapids Public Schools
ADDRESS: 1331 Franklin SE, P.O. Box 117, Grand Rapids, MI 49501
CONTACT PERSON: Ms. Fredericka Williams
TELEPHONE: 616-819-2000
E-MAIL ADDRESS: williamsf@grps.k12.mi.us

References – Battelle for Kids

Tennessee Department of Education

Debbie Owens, Executive Director of Federal Programs

Andrew Johnson Tower 5th Floor

710 James Robertson Parkway

Nashville, TN 37243

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debbie.owens@tn.gov

Description of Services:

2010 – Present; Four-year engagement to partner in Tennessee’s rollout of Race to the Top services; value-added information and formative instructional practices professional development; change management and school improvement coaching; leading strategic compensation reform statewide.

Houston Independent School District

Carla Stevens, Assistant Superintendent, Office of Research and Accountability

4400 West 18th Street

Houston, TX 77092-8501

713-556-6700

cstevens@houstonisd.org

Description of Services:

2007 – Present; Strategic counsel to launch and implement ASPIRE, HISD’s educational-improvement and performance-management model; communications consulting, brand development and material development; value-added information professional development; consulting and technology solutions for the ASPIRE performance-pay program. Among accomplishments, efforts resulted in HISD receiving positive feedback from the U.S. Department of Education and a member of the Washington-based Westat research firm for use of its TIF grant funds; singled out was the establishment of “a comprehensive communications structure that will enable staff to respond to issues as they arise and implement revised strategies with relative ease.”

Ft. Worth Independent School District

Michael Sorum, Chief Academic Officer

100 N. University Dr.

Fort Worth, TX 76107

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Description of Services:

2009 – Present; Battelle for Kids is partnering with Ft. Worth ISD to provide strategic consulting and deliver professional development and innovative technology solutions to support the use of value-added analysis and the PEAK performance-pay program.



Qualifications – Basis Policy Research

Basis Policy Research (“Basis”) is an independent consulting firm based in Raleigh, North Carolina. We serve clients throughout the United States, including a growing list of governments, foundations, non-profits, and private companies that trust Basis to deliver reliable evidence to inform policy and guide decision-making.

By virtue of our work with these clients, and our prior experience in related academic and consulting endeavors, Basis is uniquely positioned to assist Maricopa County Education Service Agency (“MCESA”) and its partners in the development, implementation, and evaluation of the Rewarding Excellence in Instruction and Leadership (“REIL”) program.

Presently, Basis is partnered with MCESA on several REIL planning grant activities under the terms of RFQ: PQ11004. These activities include:

1. Assisting in the analysis of current local assessment systems administered by REIL Alliance districts;
2. Assisting with the procurement of benchmark assessment systems;
3. Conducting analyses of current REIL Alliance district evaluation systems, policies, administrative procedures, and state statutes;
4. Assisting in recommending a viable evaluation framework for teachers and principals to ADE and SBE pursuant to Senate Bill 1040;
5. Conducting an assessment of current data management systems in REIL districts and establish criteria for the acquisition of a data management system; and
6. Providing guidance on the development and/or adoption of a value-added model for the REIL program.

Additionally, Basis partners and consultants have led a number of related educator compensation-oriented projects, including:

- Development and submission of the State of Tennessee’s winning TIF Program Grant Proposal;
- Design and development of performance evaluation measures and educator incentive pay program for the State of Florida;
- Technical assistance on administrator evaluation and pay for performance systems for Grand Rapids School District, Michigan;
- Technical assistance on Teacher and School Value-Added Models for National Heritage Academies;

- Project on Incentives in Teaching (POINT) experiment in Metro Nashville Public Schools and the National Center on Performance Incentives;
- Development of alternative measures of teacher effectiveness for the Florida Department of Education;
- Development of school value-added models for the Walton Family Foundation's School Quality Matrix Project;
- Evaluation of New York City's School-Wide Performance Bonus Program for the New York City Fund for Public Schools; and
- Evaluations of the District Awards for Teaching Excellence Program and Texas Governor's Educator Excellence Award: Texas Educator Excellence Grant Program for the Texas Education Agency.

Basis offers MCESA a diversity of client services, including: program evaluation; statistical analysis; qualitative analysis; cost-benefit research; research design; survey research; proposal writing; and data management. In addition to our own core capabilities, we offer our clients access to an extensive network of nationally-recognized experts in the fields of economics, public policy, and education. Drawn from leading universities and think tanks, these experts ensure that the REIL program will receive sound, actionable research from highly-collaborative and multi-disciplinary teams of scholars and analysts.

All three of our managing partners – Matt Springer, David Stuit, and Jeff Springer – will be actively engaged in our partnership with MCESA. Two Basis managing partners (David Stuit and Jeff Springer) will be assigned to this task order, while Basis' remaining managing partner (Matt Springer) will be apprised of task progress and available to consult on all matters in an advisory capacity. One or more Basis consultants may be called upon to support our managing partners, ensuring that MCESA is afforded not only the highest quality work product, but also continuous access to our firm's capabilities and personnel.

Biographies for our three managing partners follow below. Short-form resumes complete this section.

Managing Partners

Matt Springer is director of the federally-funded National Center on Performance Incentives and research assistant professor of public policy and education at Vanderbilt University. Matt's current research includes studies of: the impact of teacher pay-for-performance on student achievement and teacher turnover, mobility, and quality; the strategic resource allocation decision-making of schools in response to No Child Left Behind; the impact of school finance litigation on resource distribution; and the role of school choice in contemporary education policy. He recently served on the Assistant



Secretary of Elementary and Secondary Education's roundtable on teacher and principal performance pay programs. He also has worked on several advisory committees charged with designing performance-based compensation systems for teachers and/or principals at the state and district level, and conducted analyses of school finance systems in Alaska, Kentucky, Missouri, and South Carolina. Prior to joining the faculty at Vanderbilt University, Matt was a teacher and administrator at a boarding school in upstate New York. He holds a BA in education and psychology from Denison University and a PhD in education finance and policy from Vanderbilt University's Peabody College.

David Stuit leads research and consulting on policy and finance for school districts, state departments of education, and other education-related organizations. Stuit is a fellow at the Foundation for Educational Choice and an Emerging Education Policy Scholar at the American Enterprise Institute. He specializes in education program evaluation using advanced statistical and econometric modeling. Currently he is leading a national study of Catholic School effectiveness for the Walton Family Foundation, conducting a multi-state study of chronically low-performing schools for the Thomas B. Fordham Institute, and designing value-added models to measure teacher effectiveness for a variety of educational organizations. He holds a PhD in leadership and policy studies from Vanderbilt University and master's degree in educational policy from the University of Colorado. While at Vanderbilt, Stuit was a fellow in the U.S. Department of Education's Institute of Education Sciences' pre-doctoral training program. Prior to joining Basis, Stuit served as a consultant for Arroyo Research Services, a policy researcher for the Education Commission of the States, and a classroom teacher for the Cherry Creek School District in Denver, CO.

Jeff Springer conducts quantitative and mixed-methods research for Basis clients with an emphasis on data management and statistical programming. Jeff's current projects include a multi-state study of the effects of federal accountability on school performance and research on the equity and adequacy of Tennessee's school funding formula. His research interests include accountability systems, education finance, performance-based compensation, and data-driven decision-making in K-12 education. Prior to founding Basis, Jeff worked in information technology venture capital, strategic consulting, buy-side asset management, and investment banking. He holds an MBA from Vanderbilt's Owen Graduate School of Management and a BA in Politics from Princeton University, and currently is completing his PhD in the Leadership, Policy and Organizations department at Vanderbilt University's Peabody College.



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Recent Work Experience

- 2006 – Present Research Assistant Professor of Public Policy and Education. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2006 – Present Director. National Center on Performance Incentives. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2009 – Present Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2005 – 2006 Project Manager. National Center on School Choice. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2005 – 2006 Assistant Director of Policy Research. Peabody Center for Education Policy. Peabody College of Vanderbilt University. Nashville, Tennessee.

Select Recent Research Activities

- 2006 – Present Principal Investigator and Director. National Center on Performance Incentives. United States Department of Education. Institute of Education Sciences.
- 2009 – Present Co-Principal Investigator. National Impact Evaluation of Teacher Incentive Fund. United States Department of Education. Institute of Education Sciences.
- 2009 – Present Principal Investigator. Evaluation of New York City's School-Wide Performance Bonus Program. New York City Fund for Public Schools.
- 2008 – 2010 Principal Investigator. Evaluation of the District Awards for Teaching Excellence Program. Texas Education Agency.
- 2008 – 2009 Principal Investigator. Evaluation of a Team-Level Pay for Performance Program. Michael and Susan Dell Foundation.
- 2007 – 2009 Principal Investigator. Evaluation of the Texas Governor's Educator Excellence Award: Texas Educator Excellence Grant Program. Texas Education Agency.
- 2006 – 2009 Principal Investigator. Evaluation of the Texas Governor's Educator Excellence Award Program: Governor's Educator Excellence Grant Program. Texas Education Agency.
- 2006 – 2010 Principal Investigator. The Impact of Teacher Pay for Student Performance on Student Outcomes. Nashville Alliance for Public Education.

Education

- 2002 – 2006 Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. Major Fields: Education Finance and Policy.
- 1994 – 1998 Denison University, Granville, Ohio.
B.A. with honors. State certified psychology and sociology teacher.
Major Fields: Education and Psychology.



David A. Stuit

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Professional Experience

- 2009 – Present Partner. Basis Policy Research, LLC . Raleigh, North Carolina.
- 2007 – 2009 Research Associate. Arroyo Research Services. Los Angeles, California.
- 2005 – 2007 Research Associate. National Center on School Choice, Vanderbilt University. Nashville, Tennessee.
- 2003 – 2004 Researcher. Education Commission of the States. Denver, Colorado.
- 2001 –2003 Teacher. Cherry Creek School District. Greenwood Village, Colorado

Select Research Activities

- 2010 – Present Lead Consultant. Grand Rapids Public Schools Human Capital Reform.
- 2010 – Present Principal Investigator. Evaluation of Believe 2 Become Initiative. DeVos Foundation.
- 2009 – Present Co-Principal Investigator. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 2009 – 2010 Principal Investigator. Study of Longitudinal Trends of Low-Performing Schools. Thomas B. Fordham Institute.
- 2009 – 2010 Co-Principal Investigator. Evaluation of the Texas Dropout Recovery Pilot Program. Texas Education Agency.
- 2010 – 2012 Principal Investigator. Multi-state study of the Impact of Summer Learning Interventions. National Heritage Academies, Inc.
- 2005 – 2008 Fellow. Institute for Education Sciences pre-doctoral training fellowship in Experimental Research. U.S. Department of Education

Education

- 2009 Ph.D., Vanderbilt University, Nashville, TN. Major Field: Leadership and Policy Studies. Advisor: Dale Ballou
- 2004 M.A. University of Colorado, Boulder, CO. Major Field: Education Policy. Degree awarded with honors. Advisor: Kevin Welner
- 2001 B.A. Hope College, Holland, MI. Major Field: Social Studies. Degree awarded with honors.



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Recent Work Experience

- 2009 – Present Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2007 – 2010 Research Associate. Management, Analysis & Planning, Inc. Nashville, Tennessee.
- 2005 – Present Graduate Research Assistant. Vanderbilt University. Nashville, Tennessee.
- 2001 – 2003 Strategic Consultant. Independent. New York, New York.
- 1998 – 2001 Principal. Prospect Street Ventures. New York, New York.

Select Recent Research Activities

- 2010 – Present Principal Investigator. Rewarding Excellence in Instruction and Leadership (REIL) Planning Grant. Maricopa County, Arizona.
- 2009 – 2010 Investigator. Development and Submission of Tennessee’s Teacher Incentive Fund (TIF) Grant Proposal. State of Tennessee.
- 2007 – Present Principal Investigator. Evaluation of Tennessee’s Public Education Finance System (Basic Education Program 2.0). Tennessee School Systems for Equity.
- 2007 – Present Research Assistant. Evaluation of the Texas Governor’s Educator Excellence Award: Texas Educator Excellence Grant Program. State of Texas.
- 2006 – Present Research Assistant. National Center on Performance Incentives. Vanderbilt University, and the United States Department of Education, Institute of Education Sciences.
- 2006 – 2009 Investigator. No Child Left Behind and Achievement Tradeoffs. Vanderbilt University, and the Smith-Richardson Foundation.
- 2005 – 2010 Research Assistant. Project on Incentives in Teaching (POINT Experiment). Vanderbilt University, and Metro Nashville Public Schools.

Education

- 2005 – Present Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. (expected 2011). Major Field: Education Policy and Finance.
- 2003 – 2005 Vanderbilt University, Owen School of Management, Nashville, Tennessee.
M.B.A. Major Field: Leadership, Innovation, and Organizations.
- 1991 – 1995 Princeton University, Princeton, New Jersey.
B.A. Major Field: Politics.

Qualifications – Battelle for Kids

About Battelle for Kids

Battelle for Kids (“BFK”) is a national, not-for-profit organization that provides counsel and innovative solutions for today’s complex educational-improvement challenges. With headquarters in Columbus, Ohio, our mission-driven team of education, technology, communications and business professionals specializes in creating strategies that advance the development of human capital, the use of strategic measures, the implementation of effective practices and communication with all stakeholders in schools.

We partner with state departments of education, school districts and education-focused organizations to advance these strategies with the shared goals of: improving teaching effectiveness and student progress; informing instructional practice in real time; recognizing and rewarding teaching excellence; and aligning goals and maximizing impact in schools.

For nearly a decade, BFK has engaged with school districts and state-level organizations to support their educational-improvement efforts in areas, including California, Georgia, Ohio, Oklahoma, New York, Pennsylvania, Tennessee and Texas, among others. BFK has seen student success grow dramatically when educators have access to and the capacity to understand and use value-added information for school improvement. BFK’s efforts are focused on the use of assessment information to produce teacher-level information to drive improvement in instruction and teacher effectiveness.

Our Teaching & Learning Center provides high-quality, multi-modal professional development to increase assessment literacy and the use of formative instruction and summative measures for instructional decision-making.

Transforming American education provides the greatest opportunity to improve our nation’s economy and prosperity. The better job we do of accelerating progress and achievement for all students, the better prepared they will be to:

- Seize opportunities in a changing economic environment;
- Be personally responsible for themselves;
- Possess creative problem-solving skills; and
- Be engaged in and understand the world in which they live.

BFK believes that to transform education and prepare all children to be college- and career-ready, we must:

- Recruit, develop and retain the right people;
 - Identify and provide them with access to the right measures;
 - Ensure they can use that information to effectively implement the right practices;
- and

- Strategically communicate with and engage all stakeholders using the right messages.

Experience using Human Capital Development Strategies to Improve Effectiveness across Districts

BFK believes that one of districts' greatest assets is their people and that by working in collaboration with districts real sustainable change can be created in and out of the classroom. BFK's products and consulting services provide innovative, proven human capital solutions to help districts create strategically aligned compensation systems, selection processes, evaluation tools and performance management programs.

BFK understands clearly and has navigated the adaptive and technical challenges of strategic compensation models. Adaptive challenges or "winning hearts and minds" are overcome through high quality professional development and communications efforts. Technical challenges are overcome by individuals possessing the experience to anticipate problems before they arise and finding solutions to those anticipated problems before they produce unwanted results. BFK understands both sets of challenges, has navigated these challenges many times and in many settings, and has practical solutions to both sets of issues.

BFK has available unique tools such as BFK•Award™ solution that make transparent to stakeholders many technical aspects of performance-pay programs. This unique tool solves many of the technical challenges associated with performance-pay models. BFK has helped districts participating in state and federal grants for performance pay to execute successful payouts.

Strategic Compensation in the Houston Independent School District – Texas

BFK has supported the successful turn-around program implementation of Houston Independent School District's ASPIRE Award Program, which is recognized as one of the nation's largest, most innovative performance-pay initiatives.

Following is an excerpt from a paper analyzing the impact of the ASPIRE Award Program:

ANALYSIS OF A TEACHER PAY-FOR-PERFORMANCE PROGRAM: DETERMINING THE TREATMENT EFFECT AND OVERALL IMPACT

By John T. White and Jill G. Leandro, 1 SAS EVAAS, SAS Institute, Inc.

Both 2007–2008 and 2008–2009 are significant increases over 2006–2007. In other words, after the implementation of the current pay-for-performance program and the availability of value-added analysis, HISD was able to show a significant increase from where it originally was prior to implementing this program. The magnitude of the positive cumulative effect of improvement relative to the state's distribution is quite impressive,

especially for a district of the size of HISD (p. 8). Since implementing its pay-for-performance program, HISD has had a positive impact on both student-level achievement gains as well as overall achievement. The regression discontinuity analysis showed that when a teacher receives an award, there is a positive impact on that teacher's future student-level gains. In other words, if a teacher receives an award in one year based on individual value-added assessments, then he/she is likely to perform better in terms of value-added influence on students in the following year (pp. 8-9). Furthermore, the analysis shows that the rate of change in achievement level of students from year-to-year in HISD has significantly increased since the implementation of the pay-for-performance and value-added analyses.

These findings lead the authors of this study to conclude that the impact of the pay-for-performance program has been positive on the educational experience for students in HISD. Given the evidence in this study, such an impact will likely persist into the future by continuing to use the pay-for-performance program based on teacher-level value-added data (p. 9).

Performance Management in the Houston Independent School District (HISD) - Texas

HISD also engaged BFK to create a performance-management system that used industry and educational institution best practices to define, measure, analyze and improve current processes, performance and accountability. BFK developed and implemented task-embedded professional development sessions and a collaborative cohort development process that coalesced key school performance indicators in a comprehensive, yet comprehensible, campus scorecard, increased understanding of how central-services work ties to students' academic achievement and progress, encouraged the use data to continuously improve performance and results to increase accountability, maximize efficiency and increase effectiveness, and strategically used scorecard metrics to tie district's goals to department, campus, team or personal performance appraisals.

- **Cost Savings:** From the identification and re-engineering of a single key process in the task-embedded professional development sessions, it is estimated that over \$670K in staff time will be saved during the next fiscal year. Additionally, the new process reduces financial and legal risks to the district.
- **District-wide Accountability:** Metrics from department cards have been integrated into the District Board Monitoring System and Superintendents Appraisal. Alignment of department targets to industry standards and inclusion of these KPI's at the District level ensures that ALL staff are accountable for impacting student achievement, not just the teachers in the classroom.
- **Strategic Alignment:** 32 department scorecards have been created touching all District Chiefs Divisions (Academics, Operations, Finance, Communications, Legal, Human Resources, Research and Accountability) that directly tie each department

to the District strategic plan. These scorecards align each department with the data-driven decision making focus of the current administration.

- **Staff Performance Evaluation Tools:** Using designed scorecards and the HISD PeopleSoft team, BFK assisted in the development of a new online employee appraisal system. This new employee appraisal system pushes the department goals and metrics identified in the scorecards down to the employee level. The ePerformance Appraisal Pilot is currently in Phase II of testing, which involves approximately one-third of the district staff, or 10,000 staff members in 10 departments from across the district.
- **Public Support:** Campus scorecards for each elementary, middle, and high school campus have been created, automated and rolled out to district leaders for their review and use in decision making and planning. In the spring 2011 they will become available to the public, in English and Spanish, via the HISD Web site with an Interpretation Guide to enhance stakeholder understanding.
- **Individual Accountability:** As departments refine their scorecards, key metrics are identified and pushed down to the employee level. These metrics are included as one piece of the employee performance appraisal in the same way that value-added scores are incorporated into teacher evaluations for the district.

The Institute for Public School Initiatives (IPSI) – Texas

As part of our efforts in partnership with IPSI, BFK developed a series of online courses and a video featuring pioneering districts' lessons learned in developing strategic compensation models. These resources are available to the hundreds of D.A.T.E. districts that receive technical assistance from IPSI to implement their strategic compensation programs. BFK also provides the opportunity for personalized consultation with some D.A.T.E. districts to assist with development and provide recommendations for successful implementation of their models. Texas Educator Performance Awards Portal was also developed to enable D.A.T.E. administrators and other Texas school districts have secure access to BFK' online value-added courses and other applications that they have access to as part of their respective engagements with BFK.

Northside Independent School District – Texas

BFK provides technology support and counsel to Northside ISD to support implementation of its strategic compensation model. BFK has successfully implemented two years of their performance-pay model using the BFK•Award™ solution.

Lexington City Schools – Tennessee

BFK assisted Lexington City Schools in conceptualization of the Recognizing Excellence Program and implementation of year one of that program. Currently, BFK staff

members are working with the district to help them obtain grant funds to expand the Recognizing Excellence Program to not only include all teachers but all staff across the district. The district hopes to implement an abbreviated step and level system in which staff move from step to step based entirely off of evaluation data and other measures of student success. BFK has multiple staff members with experience in the design and implementation of strategic compensation models as well as national thought leaders on the topic. Lexington City Schools serves approximately 1,005 children.

The National Center on Performance Incentives at Vanderbilt's Peabody College of Education – Tennessee

NCPI has partnered with Battelle for Kids on multiple strategic compensation efforts including the national symposium on the topic in the fall 2010 in Nashville.

Association of Independent and Municipal Schools (AIMS) Consortium – Tennessee

In spring 2010, the AIMS Consortium in Tennessee partnered with Battelle for Kids, involving 22 Tennessee school districts to accomplish the following:

- Manage an extensive literature review, including a national analysis and assessment of prominent evaluation tools based on fixed criteria.
- Gather feedback from those 22 districts, with a PowerPoint deck of framing questions—resulting in responses from more than 1,000 Tennessee educators.
- Compile and review the written feedback looking for common concepts, themes and ideas.
- Convene more than 75 teachers, principals and directors from the 22 districts and narrow the concepts through face-to-face facilitation.
- Develop a phased implementation model using an abbreviated version of Charlotte Danielson's framework called the Teacher Instructional Growth for Effectiveness and Results (TIGER). The model was designed to promote teacher growth and to ensure all teachers provide quality instruction that aligns with district goals and curriculum.

Currently the TIGER model is being piloted in over 50 schools within 23 school districts. The results from the evaluations will be used by Vanderbilt University in the Tennessee Credibility Study (TNCRED). The staff from TNCRED is engaged with the Tennessee Department of Education on an evaluation of the field test for the new teacher evaluation tools that are being piloted across the state. TNCRED will use evaluation scores in combination with the evaluated teachers' value-added score to determine whether there is a correlation between progress (value-added) and the evaluation tool results.

Experience using Value-Added Analysis and Other Measures as Part of an Integrated Improvement Strategy

SOAR – Ohio

In 2002, BFK launched Project SOAR – a statewide pilot that provided value-added analysis and professional development to Ohio school districts. The pilot’s purpose was to introduce value-added analysis to participating districts and demonstrate how progress information can be used as a diagnostic school improvement tool. The pilot’s centerpiece was a secure Web site that educators used to view district, building, grade and student-level performance data, including reports in science, social studies, reading and math for grades 3–8. Today, SOAR is a statewide school improvement collaborative with nearly 100 school districts representing more than 20 percent of the state’s students in grades 3–8. SOAR districts serve as BFK’s “learning laboratory” to discover new ways to use value-added information for school improvement purposes, create innovative tools and conduct cutting-edge research.

Statewide Adoption and Rollout of a Value-Added Metric – Ohio

Working with SOAR districts provided the impetus to implement value-added statewide in Ohio. With support from SOAR districts, BFK worked to garner support from Ohio’s teachers’ unions, education associations, educators and business and community leaders for the inclusion of a value-added progress measure in Ohio’s education accountability system. These efforts led to the passage of Ohio House Bill 3 in 2003 that called for a value-added progress measure becoming an official metric in Ohio’s education accountability system in 2007–2008. All 612 Ohio school districts began receiving value-added diagnostic reports in reading and math in grades 4–8 in fall 2008. In preparation for Ohio’s rollout, BFK and the Ohio Department of Education led a professional development program to develop the skills of a cadre of educators representing Ohio’s 12 regions. More than 100 Regional Value-Added Specialists (RVAS) made a two-year commitment to learn to use value-added information to accelerate student progress. In year two, RVAS trained 1,200 District Value-Added Specialists (DVAS). DVAS are extending learning to educators in their districts. In the 2007–2010 school years, BFK continued providing training for RVAS, support to Regional School Improvement Teams, professional development for DVAS and principals, communications to support teacher awareness and parent outreach, and new online tools and resources. BFK launched the Ohio Value-Added Portal (www.BattelleforKids.org/ohio) to provide a comprehensive resource for Ohio educators related to this work.

As a result of this partnership:

- More than 1,500 value-added trainers were certified and equipped with the tools to teach school districts to use value-added information. BFK provided region-specific data to RVAS teams about their districts as they were asked to be more strategic in planning for differentiated training and support that would

- incur the greatest impact. With this information and training, RVAS have trained over 4,500 District Value-Added Specialists (DVAS), principals and lead teachers.
- BFK has provided the necessary technical support, communications and troubleshooting to assure the highest quality statewide training was delivered.
 - Aside from day-to-day support in responding to individual questions, monthly RVAS updates were sent out along with bi-monthly DVAS updates to keep them apprised of value-added information and assist their use of data for improvement.
 - Approximately 5,000 Ohio educators received the Understanding Value-Added Analysis & Ohio's Accountability System Toolkit. The toolkit received awards of excellence from the National School Public Relations Association, Ohio Chapter and the Central Ohio Public Relations Society of America. BFK also developed the Putting Your Value-Added to Use brochure containing a chart to build administrator awareness of the value-added tools and resources available statewide.
 - More than 6,000 Ohio educators have completed nearly 40,000 value-added courses through Ohio•Learn – an online, value-added, professional-development system (customized and provided through the BFK•Learn™ solution) available to educators statewide. In the 2008–2009 school year, districts also began using Ohio•Focus, which provides Ohio educators statewide with an online data-based, goal-setting, instructional improvement process using both progress and achievement data.

T-CAP (Teachers Connecting Achievement & Progress) Initiative – Ohio

Grade-level and subject-area value-added information are critical to inform student growth. But, to really improve teaching effectiveness, teachers need reliable information about the students they teach. In 2006, BFK launched a three-year pilot with nearly 40 *SOAR* districts to develop and use teacher-level value-added analysis in grades 3–8 to improve teacher effectiveness and student achievement. In 2007, BFK began providing professional development to T-CAP building-team members with support from trained T-CAP Regional Value-Added Specialists (RVAS) and delivered the first teacher-level value-added reports. BFK also has been investigating the instructional practices of highly effective teachers to learn more the factors that lead to their students' high academic gains so that this information can be shared, celebrated and replicated. As part of this work, BFK:

- Received endorsements from Ohio Governor Ted Strickland, the Ohio Education Association, Ohio Federation of Teachers and the Buckeye Association of School Administrators.
- Secured funding to support T-CAP professional development and research from national and state foundations, including The Joyce Foundation,

KnowledgeWorks Foundation, Longaberger Foundation, Nationwide Foundation, and others.

- Delivered professional development to nearly 1,000 T-CAP building-level team members.
- Generated nearly 14,000 T-CAP teacher-level value-added reports over the last three years.
- Assisted the Catholic Diocese Consortium in delivered basic training to principals on accessing, navigating and interpreting their value-added reports. Delivered more than 8,000 value-added reports at the district-, school-, grade- and subject-levels and more than 250 teacher-level value-added reports.

Houston Independent School District (HISD) – Texas

As the 7th largest district nationwide, HISD has a significant number of programs. BFK partners with the district to provide strategic counsel and help synthesize these efforts. This work has included:

- Creating the ASPIRE (*Accelerating Student Progress. Increasing Results & Expectations*) brand and supporting materials and developing a comprehensive strategic communications plan to launch ASPIRE – HISD’s educational-improvement and performance-management model.
- Developing and implementing a professional development plan to build the capacity of HISD administrators, central-office staff and teachers to use value-added information for educational improvement and its role in the district’s differentiated compensation program.
- Developing and implementing technology solutions to support ASPIRE, including the following:
 - **ASPIRE•Learn** is an online learning management service that provides staff access to personalized learning paths, including online courses around the use of value-added information, formative assessment practices and highly effective teaching practices to inform instruction.
 - **ASPIRE•Link** allows instructional staff to verify their student rosters. This information is used to develop the teacher-student linkages necessary to create teacher-level value-added reports.
 - **ASPIRE•Report** provides secure access to teacher-level value-added reports.
 - **ASPIRE•Award** allows HISD to take the verified value-added reports, staff’s job classifications and other data to calculate differentiated compensation for campus-based employees.

- **ASPIRE•Support** offers an Inquiry/Response System through which HISD can receive online inquiries from staff that can be tracked from question to answer/resolution.
- **ASPIRE•Communicate** occurs through the ASPIRE portal, which can be found at: www.houstonisd.org/ASPIRE. This site provides employees with single-sign in access to these solutions and information to stakeholders.
- Providing strategic counsel to support the district’s efforts to develop a performance-management system to align goals, utilize data and develop people district wide.

Since ASPIRE launched in the 2007–2008 school year, student achievement and progress have significantly increased. HISD’s number of schools rated by the Texas Education Agency as Recognized or Exemplary grew from 157 in 2008 to 206 in 2010. In 2011, HISD paid \$42.4 million in ASPIRE Awards across 16,527 campus-based employees to recognize their excellence in raising students’ academic progress in the 2009–2010 school year. We are continuing to help the district build upon this success.

Fort Worth Independent School District – Texas

BFK is providing strategic consulting to Fort Worth ISD to support their educational-improvement efforts. We are helping the district to implement a problem-based approach to using value-added information aligned with district initiatives and goals. Fort Worth ISD also provides its staff with access to BFK’s online value-added courses and the BFK•Focus™ process to inform their efforts to use value-added and achievement data to set goals and improve instruction. Fort Worth is using the BFK•Link solution and BFK•Report application to develop the teacher-student linkages necessary to obtain accurate value-added analysis, provide access to value-added reports and inform the district’s strategic compensation model. A customized portal was developed to provide secure access to this information and a vehicle for Fort Worth ISD to communicate with internal and external stakeholders.

Statewide First to the Top Rollout as Part of Race to the Top – Tennessee

In the spring 2010, Battelle for Kids began a four-year partnership with the Tennessee Department of Education to provide services and resources that support key components of district Scopes of Work within First to the Top by:

- Providing professional development and online resources to build the capacity of K–12 public school teachers, administrators and instructional staff to use value-added analysis to improve teaching and learning.
- Offering access to value-added learning and formative instruction learning paths. Online courses have been accessed thus far by nearly 5,000 educators since the launch of the Tennessee Student Progress Portal in fall 2010. Using a tiered system, BFK selected and trained Regional Value-Added Specialists and District

Value-Added Leadership Teams on how to use value-added information for instructional improvement. As of fall 2010, BFK has conducted 42 days of training that had touched every public school district in Tennessee at least three times, and every school building at least once, with nearly 6,000 engaged in training.

- BFK also will be researching and sharing the practices of highly effective educators; building capacity among rural and urban educators statewide to use data to guide decision making, formative instructional practices and coaching techniques; and helping interested school districts to build successful strategic compensation models.

Lexington City School System – Tennessee

In early 2010, BFK began providing face-to-face and online formative instruction training as well as access to online value-added courses to Lexington City Schools through the Tennessee Student Progress Portal. From 2008–2009, Lexington City School educators had logged in to view their TVAAS® data 196 times. Since the district engaged in using BFK’s online value-added courses, this number increased to more than 1,000 log-ins. Educators are using this data to inform instruction like never before.

Battelle for Kids Team

The following individuals will serve as BFK’s team in providing support to Maricopa County Education Service Agency. Their professional resumes follow in the subsequent pages of this proposal. Please note that other individuals may be called upon to support this work either in place of or in support of those listed below.

Strategic Direction and Engagement Manager:
Human Capital Lead:
Strategic Measures Lead:
Human Capital Specialist:
Human Capital Coordinator:
Marketing Coordinator:
Project Coordinator:

Margaret Jorgensen, Ph.D.
Tony Bagshaw
Todd Hellman
Emily Douglas
Naima Khandaker
Tim Kelso
Anne Ewing

Margaret Jorgensen, Ph.D.
Managing Director, Client Engagement, Southwest

Associate Profile

Dr. Margaret Jorgensen brings more than 35 years of experience in educational measurement and statistics to Battelle for Kids. In her role as Managing Director of Client Engagement for Battelle for Kids' Southwest Portfolio, Margie is responsible for engaging with our clients throughout the Southwest region of the country and supporting the identification and implementation of strategic measures.

Prior to joining Battelle for Kids, Dr. Jorgensen founded and served as CEO of Measure2Learn, LLC, a firm that provides educational products and services to clients such as Teach For America and DreamBox Learning. Under Margie's leadership, Measure2Learn created Reading Tracker Online, a formative assessment system to diagnose reading skill deficits, identify whether students are on track to proficiency and provide meaningful reporting tools to help teachers modify instruction to meet individual student needs. Margie previously served as Senior Vice President for Product Research and Innovation at Harcourt Assessment, Inc. (now Pearson Information Services). In this role, she developed the Stanford 10 and thousands of standards-based, state accountability tests; the alternate assessment required under *No Child Left Behind*; and score reports that connect assessment data to teaching strategies and curriculum materials. While Assistant Vice President for Development at ACT, Inc., Dr. Jorgensen directed the development of the ACT Assessment, LSAT and all English Language Proficiency tests. Throughout her career, Margie has overseen the development of standards-based, criterion-referenced and norm-referenced tests for various states and the Educational Records Bureau.

The author of several books on assessment and numerous publications, Dr. Jorgensen is a sought after presenter and consultant. She is the lead inventor for the patent for Achievement Test Design, Production, Manufacturing, and Scoring System and Associated Methods. Margie formerly served as an assistant professor at Emory University in the Division of Educational Studies.

Professional Experience

Battelle for Kids, 2009–Present

Managing Director, Client Engagement, Southwest Portfolio

- Responsible for meeting the needs of our Texas Customers as Portfolio Manager and supports the identification and implementation of strategic measures.

Measure2Learn, LLC, 2006–2009

CEO

- Responsible for producing educational products and psychometric services for select clients, including Battelle for Kids, DreamBox Learning and Teach for America.
- Published Reading Tracker Online, a formative assessment system intended to diagnose reading skill deficits, identify whether students are on track to proficiency as defined in



each state, and to provide meaningful and immediate reporting tools to help teachers customize and tailor instruction specifically to students needs.

- Produced an academic vocabulary online instructional tool in mathematics and science.

Harcourt Assessment, Inc., 1999–2006

Senior Vice President, Product Research and Innovation (2003–2006)

- Responsible for bringing innovative education products to market for Harcourt by understanding market needs and identifying future growth opportunities.
- Responsible for working across the Harcourt education group to infuse innovation in all products and services, ensuring that universal design is a foundation for all testing products, conducting research in areas of strategic importance to Harcourt Assessment, Inc., and growing Reed Elsevier expertise in assessment across all the business units.
- Architected the Learnia formative assessment system, which provided early alerts for students at risk of not being proficient and identified each content standard where learning breaks down.

Vice President, Product Development, Psychometrics, and Research (1999–2003)

- Responsible for the development and use of all proprietary and client-owned assessment products, psychometrics, research in the area of special accommodations, and item banking.

ACT, Inc., 1997–1999

Assistant Vice President for Development

- Supervised administration of all test development projects related to the assessment of secondary and postsecondary educational outcomes and research aimed at enhancing the test development process.

Educational Testing Service—Southern Field Office, 1988–1997

Senior Examiner (1989–1997)

- Developed proposals in the custom market and led projects to completion
- Managed contracts, developed and tested new forms of assessment, and created professional development programs for ETS staff
- Contributed to strategic planning and represented ETS in the schools' market

Associate Examiner (1988–1989)

- Responsible for managing test development contracts, representing ETS in the market and training others in test development procedures.

Southern Regional Education Board, 1986–1987

Researcher

- Responsible for writing and presenting materials on the NAEP state-by-state study sponsored by SREB and conducted through ETS.



MESA, 1984–1986

Founder

- Provided test development expertise to larger companies in the competitive bid market.

Intran Corporation, 1981–1984

Vice President, Educational Measurement Division

- Managed Rasch-based multi-subject, multi-grade item bank, developed proposals and managed projects.

Educational Testing Service – Southern Regional Office, 1979–1981

Professional Associate

- Responsible for providing technical assistance to school districts and states in the Southeast under the auspices of the Technical Assistance Center grant awarded to Educational Testing Service.

Emory University, 1975–1979

Assistant Professor, Division of Educational Studies

- Taught undergraduate and graduate students in the areas of measurement, statistics and special education.

Education

- University of Chicago, Ph.D., Measurement Evaluation and Statistical Analysis
- University of Texas at San Antonio, Executive Master of Business Administration
- Miami University, Master of Science, School Psychology
- Wellesley College, Bachelor of Arts, Political Science

Tony Bagshaw
Managing Director of Human Capital

Associate Profile

Tony currently leads Battelle for Kids' work in the areas of strategic compensation, evaluation system design, multiple data point hiring systems, and other human capital innovations. Through strategic counsel, communications assistance, data integration, and innovative technology solutions, Battelle for Kids has assisted large and small districts across the country in strategically rewarding excellence encompassing over \$100,000,000.

Additionally, Tony oversees all Battelle for Kids work in the State of Tennessee. Battelle for Kids is Tennessee's largest implementation partner in support of their Race to the Top Initiative. Battelle for Kids is providing state-wide support to Tennessee in the areas of value-added professional development, formative instructional practices, and strategic compensation.

Tony previously served as Senior Director of Knowledge Management at Battelle for Kids where he led the SOAR, T-CAP, and Ohio Value-Added High Schools initiatives. These school improvement collaboratives focus on increasing student achievement based on value-added analysis, professional development, research and sharing best practices. These initiatives spanned approximately 100 districts in Ohio.

Tony joined Battelle for Kids after 21 years as a practitioner in the field of education where he served as a teacher, coach, and administrator at the elementary, junior high, and high school levels. Tony came to Battelle for Kids from Wyoming City Schools in Cincinnati, Ohio where he served as the Assistant Superintendent responsible for curriculum, human resources, data, and testing.

Professional Experience

Battelle for Kids, 2007–Present

Managing Director, Human Capital (2009–Present)

- Leads line of business focusing on developing school district human capital via recognitions and rewards, including strategic compensation for educators
- Engagement Manager for Tennessee *First to the Top* collaborative

Senior Director, Knowledge Management (2007–2009)

- Led training, assessment and research through management of SOAR and T-CAP programs, using value-added approaches to student achievement

Wyoming City Schools, 2005-2007

Assistant Superintendent

- Managed all aspects of human resources
- Designed, selected and implemented all materials and curricula for K-12
- Pursued, disaggregated and interpreted all data for district as testing coordinator
- Managed district participation in SOAR and T-CAP
- Managed \$24M budget as Executive Finance Committee member
- Oversaw Teacher Appraisal documentation and process
- Monitored and interpreted negotiated agreement as Contract Negotiations team member

Lakota Local Schools, 1997-2005

Elementary Principal (1999-2005)

- Managed district participation in SOAR
- Participated in three rounds of contract negotiations
- Designed and implemented all hiring systems including 1,200 participant job fair
- Conceptualized, designed and implemented Lakota Marathon for Kids as key member of five levy campaigns
- Managed overhaul of district technology including design and implementation of multiple data point system used to hire new Chief Information Officer
- Moved status of Adena Elementary from *Continuous Improvement* to *Excellent*

Junior High School Assistant Principal (1997-1999)

Lawrenceburg Community Schools, 1986-1997

6-8 Grade Mathematics Teacher

Education

- Indiana University Southeast, Master of Science, Secondary Mathematics
- Indiana University Southeast, Bachelor of Science, Secondary Mathematics

Todd Hellman
Managing Director, Strategic Measures

Associate Profile

Todd Hellman is a Managing Director of Strategic Measures at Battelle for Kids. In this role, he leads a Center of Innovation that provides expertise and develops solutions designed to help education organizations use value-added analysis and other measures to inform educational improvement.

He has more than 15 years experience working in education, management, consulting, information technology and solutions design for state and local education agencies. Todd has architected solutions for Battelle for Kids including software products, such as:

- BFK•Link™ solution: a patent-pending software solution that addresses the challenges of accurately capturing teacher-student data link and roster verification.
- BFK•Learn™ solution: a learning management system for adult learners.
- BFK•Award™ solution: a software solution for performance pay programs that has led to more than \$100M in teacher payouts.
- BFK•Communicate™ solution: a content management system to communicate change initiatives.
- BFK•Report™ application: online reporting of data or reports including value-added analysis and performance management report design.

In addition to developing software solutions for Battelle for Kids, Todd has led client engagements in Texas, including Houston Independent School District (ASPIRE Award Program and Performance Management), Fort Worth and Northside-San Antonio. Recently, Todd has been responsible for Tulsa Public Schools' teacher effectiveness and high school transformation work along with BFK's efforts in supporting Georgia's Race to the Top application.

Todd served a panelist or speaker at various conferences and events including the Aspen Institute, University of Texas D.A.T.E. Technical Assistance, Evaluating and Rewarding Educator Excellence (Houston and Vanderbilt University), Strategic Compensation (Eagle County, CO), National Comprehensive Center on Teacher Quality and Bill & Melinda Gates Foundation annual partner site conference.

Professional Experience

Battelle for Kids, July 2007–Present

Managing Director, Client Engagement/Strategy (2009–present)

- Engage new and potential clients in the ideation and investigation into educator effectiveness initiatives including strategic measures, such as value-added analysis or balanced performance management, change management, communications, data quality initiatives and strategic compensation.

- Texas clients: Houston Independent School District, Fort Worth, Northside-San Antonio, University of Texas-Austin: Helped to expand and grow the Texas portfolio and transferring Texas to a resident portfolio manager to oversee the state.
- Georgia clients: Georgia Department of Education and Atlanta Public Schools: Assisted Georgia Governor's office and Department of Education in crafting sections of Race to the Top application including value-added analysis. Partnered with value-added providers in responding to RFP for teacher effectiveness and evaluation work for Atlanta Public Schools. Developing a statewide portfolio manager for Georgia.
- Other clients: Tulsa Public Schools: Facilitating the selection of a value-added provider and the incorporation in their educator effectiveness work. Additionally, led the response for their 1003(g) school improvement grant for high school transformation.

Senior Director, Technology and Innovation (2007-2009)

- Envision, architect and implement technology solutions that meet client needs and ensure successful outcomes including linkage, performance-pay systems, and information architecture.
- Design and implement BFK technology infrastructure including virtual server environment, network, security, wireless and more.

Educational Service Center of Central Ohio, August 2005-July 2007

Director, Center for Technology

- Responsible for the ESC's technology systems design and support including the construction of new central office facility and conference/training center.
- Designed and delivered collaboration solutions that were empowered by technology to assist the ESC and the Ohio Department of Education provide services to local schools and state support teams throughout Ohio.
- Wrote grants and developed proposals to help the ESC grow from nearly \$20M to more than \$88M in services provided to schools throughout central Ohio.

Ohio SchoolNet Commission, August 2002-August 2005; August 1997-March 1999

Chief Information Officer

- Responsible for the state of Ohio's educational technology agency's programs, products and solutions including network architecture, software and solution design, consultant in professional development in using that state's near \$1B investment in technology.
- Member of the senior staff working closely with the Governor's office, general assembly, and department of education on special projects.

marchFIRST/divine Consulting, 1999

Managing Consultant

- Managing consultant for publicly held consulting firm focuses on strategy, technology and brand building. Clients included Toyota Financial, Amgen, County of Milwaukee, Office of Budget and Management, Liebert-Emerson Electric Power and others.

Resource Interactive, March 1996–August 1997

Interactive Services Manager

- Managed interactive development and services for marketing/communications clients such as Apple Computer, BMW Financial Services, Wexner Center for the Arts, and more.
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Education

- Indiana University, Bachelor of Science, Biology, Cum Laude
- The Ohio State University, Medical Scientist Program, Adult Continuing Education.
- Ashland University, Ohio School Business Manager and Superintendent Program
- Hondros College, Real Estate Professional

Emily Douglas
Project Specialist, Human Capital

Associate Profile

Emily Douglas joined Battelle for Kids in 2009. In her role as a project specialist in the area of human capital development, she has supported Battelle for Kids' performance management team and partnered directly with the Houston Independent School District to develop and implement the ASPIRE (Accelerating Student Progress Increasing Results & Expectations) performance-management model.

Prior to joining Battelle for Kids, Emily served as the director of human resources and senior consultant associate for a consulting firm and worked with clients such as Honda R&D, Dale Carnegie, Mount Sinai Hospital in New York City, Bermuda Hospital Systems, The City of Sandusky and Boys Village. Emily also is the founder and executive director of Grandma's Gifts, a non-profit, all-volunteer organization that works to end poverty through education. Grandma's Gifts supports Appalachian schools and families by providing goods, services and opportunities. The organization has been featured on *The Oprah Winfrey Show* as well as in *Time*, *People* and *National Geographic* magazines.

In 1998, Emily was the recipient of the President's Service Award, the highest award given to a U.S. citizen for public service. She was recently selected by *Columbus Business First* from a pool of more than 300 applicants as a 2010 *Forty Under 40* honoree for her community involvement and professional development.

Professional Experience

Battelle for Kids, 2009–Present

Project Specialist

- Consulted with the Houston Independent School District (HISD) leading, designing and managing the ASPIRE performance-management model. This change management initiative focused on continuous process identification and improvement at the campus and central-service levels to increase results in every area of the district.
- Worked to assist Division Chiefs/ Superintendent Direct Reports in defining district strategy for the HISD Board Monitoring System.
- Developed Districts' continuous improvement documents, teaching materials, and scorecards using Lean and Six Sigma tools for process analysis, strategy determination, goal setting and key performance indicator definition.
- Created activities and communication materials to ensure smooth cultural change and employee engagement at all point of the project. Led more than 600 district employees through performance-management professional development then worked with district employees to build internal capacity for program continuation.
- Designed and created department scorecards and assisted department chiefs in creating data plans.

- Gathered feedback from more than 22 districts and 1,000 Tennessee educators and developed a phased implementation evaluation model currently being piloted in 25 districts at 50 schools.
- Developed six online courses on the use of strategic compensation as an educational-improvement strategy; initially to be used statewide in Tennessee.
- Facilitate the process of comprehensive strategic compensation system re-design for teams of 10- 30 stakeholders at districts such as Putnam County Schools, TN; Trousdale County Schools, TN; Lexington City Schools, TN and Fox Fire School for Student Success, OH.
- Assist districts in writing grants for additional funds from the Federal and State Departments of Education. Grants worth \$300,000 to 8 Million.

Kurron Shares of America, 2007-2009

HR Director and Senior Consulting Associate

- Managed all HR activities including strategy formulation, compensation, rewards, payroll, negotiation and management of benefits, legal/compliance, recruitment, hiring, on-boarding, career development, time and attendance and creation of policies/procedures.
- Acted as a Senior Consultant on various projects, providing knowledge and expertise around the areas of change, talent and project management, as well as organizational development, human resources practices and process improvement.
- Responsible for locating and applying for projects listed within the Federal Business Opportunities Web site and consulting on any HR related projects in the United States and Bermuda.

Emerson Network Power Liebert Brand, 2006-2009

Lean Six Sigma Yellow and Green Belt Trainer

- Created activities for more than 140 Emerson Network Power employees on Lean and Six Sigma.
- Assisted the Emerson Network Power Master Black Belt in the training 650+ employees.

The Ohio State University Office of Minority Affairs, Special Program Unit, 2005-2008

Graduate Administrative Assistant in charge of American Indian Recruitment

- Created and updated the 'Resource Guide for American Indian Prospective Graduate and Professional Students.
- Communicated with Big Ten Institutions' American Indian Recruitment Officers and Tribal/Appalachian colleges concerning graduate recruiting events, scholarships, funding, student life and cultural events at The Ohio State University.

Olentangy High School, 2005-2008

Head Field Hockey Coach

- Managed, mentored and trained three volunteer coaches, one assistant coach and 60 players on a daily basis while maintaining health and safety on and off the field according to Ohio High School Athletic Association policies.

- Managed team budget, raised funds, ordered and maintained equipment and monitored vendor relationships.

Independent Consultant, 2001–2007

- Worked with various clients (non-profit, for profit and government) assisting in strategy formulation, organizational development, performance management, process management, event organization, communications, continuous improvement, compensation evaluation, employee evaluation, pay for performance, as well as employee engagement and satisfaction survey and programs.

National Public Speaker, 1996–Present

- Act as a speaker on topics such as youth community service, volunteerism, Appalachia, education, literacy, leadership, optimism and work with Grandma's Gifts.
 - Speaker to more than 1,500,000 school children and adults across the United States.
-

Certifications

- The Ohio State University, Fisher College of Business, Lean Certification
- The Ohio State University Fisher College of Business, Six Sigma Green Belt
- Emerson Network Power, Lean Six Sigma Black Belt

Education

- The Ohio State University, Fisher College of Business, Master of Business Administration
- The Ohio State University, Fisher College of Business, Master of Labor and Human Resources
- Miami University, Bachelor of Arts, Political Science

Naima Khandaker
Human Capital Specialist

Associate Profile

Naima Khandaker joined Battelle for Kids in 2010 as a coordinator for the organization's Human Capital team, which focuses on developing effective teachers, principals and other school leaders through awards and recognitions, including strategic compensation, as well as innovative tools designed to strengthen performance evaluation systems, hiring practices and talent placement. In this role, she conducts research; helps write and edit contracts, white papers, Power Points and other documents; and works to keep all team members informed and on track to meet deadlines and achieve goals.

Prior to coming to Battelle for Kids, Naima spent two years teaching first grade in Washington, D.C. through Teach for America. She used data to strategically plan lessons and worked to continually reflect on her teaching practices to help increase her effectiveness in the classroom. This approach led her students to achieve significant growth in math and reading proficiency and earned her a *Transition to Teaching DC Award* for creating an interactive classroom environment. Naima also worked as a research assistant at the Vanderbilt Kennedy Center.

In addition, Naima gained valuable leadership experience through her time serving as a Transformational Leadership Group member on the Metropolitan Nashville Public Schools' Performance of Disadvantaged Youth Committee, as well as an Executive Board member for Up 'Til Dawn, a student-run, philanthropic program hosted by colleges and universities nationwide to raise funds for St. Jude Children's Research Hospital.

Professional Experience

Kennedy Center, Vanderbilt University, Nashville, Tennessee, 2008-2010

Research Assistant, Topic: Preventing and Understanding Math Disability

- Identified struggling first grade students, implemented math intervention curriculum, participated in curriculum planning and development and assisted with data collection and organization.

Teach for America/Friendship Public Charter Schools, Washington, D.C., 2006-2008

First Grade Teacher

- Involved students and their guardians in a rigorous learning plan and utilized data to strategically design lessons, enrichment, remediation and grouping.
- Provided after-school tutoring.
- Continually reflected on practices and problem-solved to increase effectiveness in the classroom.
- Led students to achieve 83 percent class mastery on math standards and one and a half years growth in reading fluency.

Metropolitan Nashville Public Schools, Nashville, Tennessee, 2009-2010

Transformational Leadership Group Member, *Performance of Disadvantaged Youth Committee*

- Worked with Classroom Best Practices Subcommittee to develop an action plan and recommendations for Metropolitan Nashville's Director of Schools.

Teach for America, Nashville, Tennessee, 2009-2010

Alumni Volunteer/Part-Time Selector

- Assisted Teach for America-Nashville's staff with events and hosted monthly gatherings for teachers.
- Participated in the selection of the organization's 2010 teacher corps.

Southern Strategy Group, Nashville, Tennessee, 2009

Lead Policy Intern

- Co-authored and helped secure funding for a multi-county education grant.
- Drafted policy memos and briefing documents for public- and private-sector clients.
- Managed multiple projects.

Up 'Til Dawn, Murfreesboro, Tennessee, 2003-2006

Executive Board Member

- Served as head of recruitment and fundraising committees, helping Middle Tennessee State University raise more than \$220,000 for St. Jude Children's Hospital

Education

- Vanderbilt University, Master of Public Policy, K-12 Education
- American University, Master of Arts in Teaching, Elementary Education
- Middle Tennessee State University, Bachelor of Science, Psychology and French, *Summa Cum Laude*



Tim Kelso
Marketing Coordinator

Associate Profile

After working for five years in the Ohio General Assembly, Tim Kelso joined the marketing and communications staff at Battelle for Kids in 2010. As Marketing Coordinator, Tim is responsible for helping to manage Battelle for Kids' brand, as well as further the organization's efforts to become a national thought leader on education reform through media relations, the development of various marketing materials and the implementation of a comprehensive social media and web strategy. He also provides marketing and communications support for Battelle for Kids' Strategic Measures and Human Capital Development teams.

Before coming to Battelle for Kids, Tim served as Deputy Communication Director for the Ohio Senate, where he helped develop and implement media strategies for the offices of eight state senators, including the production of press releases, weekly op-ed columns, letters to the editor, speeches and monthly newsletters. He also assisted with the redesign of the Ohio Senate website. Tim began his career in the state legislature as an intern with the Ohio Legislative Service Commission.

Since 2006, Tim has volunteered with the Make-A-Wish Foundation of Central Ohio, acting as a community liaison between the organization and the families and children they serve.

Professional Experience

Ohio Senate, 2006-2010

Deputy Communication Director, 2009-2010

- Developed and implemented media strategies for offices of eight state senators, including production of press releases, weekly op-ed columns, letters to the editor and speeches
- Designed and edited monthly newsletters distributed to a database of 14,000 readers every month
- Organized press conferences
- Maintained relationships with print, television and radio media professionals from around the state
- Regularly researched legislation and various other local, state and federal policy issues
- Assisted with re-design of Ohio Senate website viewed by more than 20,000 people each month
- Served as supervisor for six Legislative Service Commission interns assigned to Senate Majority Caucus

Deputy Press Secretary, 2006-2009

- Developed and implemented media strategy for offices of six state senators, including composing press releases, weekly op-ed columns, letters to the editor and speeches
- Coordinated news conferences and wrote monthly newsletters
- Assisted with interviewing and selecting Legislative Service Commission interns for Senate Majority Caucus

Ohio Legislative Service Commission, 2005-2006

Legislative Intern

- Selected as one of 22 individuals to participate in a full-time, legislative internship for college graduates
- Researched various policy issues and assisted with constituent services and administrative tasks in offices of three state senators
- Wrote press releases and op-ed columns for Ohio Senate Majority Caucus communications office
- Prepared memorandums on Ohio Senate committee hearings
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Education

- Ohio University, Bachelor of Science in Communication

Anne Ewing
Project Specialist

Associate Profile

After working for more than three years in the financial services industry, Anne Ewing joined Battelle for Kids as a Project Specialist in 2010. In this position, Anne uses her experience and skill in coordination and client services to help Battelle for Kids' project management team assess, plan and execute various projects in the organization's Texas portfolio.

Prior to coming to Battelle for Kids, Anne was a Registered Client Sales Associate at UBS Financial Services, where she was responsible for building relationships with individuals, businesses and retirement plans and managing the operations, administrative, communications, compliance and regulatory work streams for a team of financial advisors. Anne also served as Assistant Greenhouse Manager at Oakland Nursery in Columbus from 2004-2008, successfully partnering with elementary schools and local garden clubs to educate students and area residents about plants and plant care.

Outside of work, Anne has spent many hours giving back to the community as a volunteer with the Grange Insurance Audubon Center, the Save Our Shrubs Program, Local Matters, the Arthritis Foundation's Jingle Bell Run and the Big Brother and Big Sisters Bowl-A-Thon.

Professional Experience

UBS Financial Services, 2007-2010

Registered Client Sales Associate

- Managed operations, administrative, communications, compliance and regulatory work streams for a team of financial advisors responsible for \$375 million in assets.
- Managed client relationships for high net worth individuals, businesses and retirement plans.
- Designed, implemented and facilitated processes to streamline client service matrix and marketing strategies
- Improved service platforms for current and prospective clients to help grow UBS's client base
- Executed analytical processes allowing the team to properly and efficiently manage client portfolios factoring in asset allocations models, financial goal analysis and performance analysis.
- Developed and implemented marketing strategies targeting corporations, executives and business owners.
- Instrumental in an improved on-boarding process for the transition of new financial advisors to UBS.

Oakland Nursery, 2004-2008

Assistant Greenhouse Manager

- Consistently generated additional revenues utilizing a thorough product knowledge and effective sales techniques to up-sell product specials and complimentary items
- Implemented a new inventory system for greenhouse merchandise to improve product tracking
- Based on performance was selected by top management to manage the evening operations and successfully delivered while maintaining a full schedule as a college student _____

Education

- The Ohio State University, Bachelor of Arts in Behavioral Sciences, Political Science

Budget

The proposed budget is detailed in Table 4 below. This budget reflects all services and deliverables described within this proposal, which can be revised should MCESA decide not to move forward with specific deliverables.

The budget does not include the costs for the assessment components themselves to be adopted by the districts. In other words, Basis and BFK will recommend measures to be included in the STEP tool or process, but does not assume responsibility in this scope of work for providing those measures. The budget also does not include printing costs for materials, as these would most efficiently be printed locally by MCESA.

Estimates are subject to change based on mutual consent.

