

Proposal for:

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

Value-Added Model

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
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February 1, 2011

Table of Contents

Letter of Transmittal..... 3
Narrative 4
References 15
Qualifications..... 16
Budget 27



Letter of Transmittal

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Paul Aguilar
Procurement Officer
Maricopa County Materials Management Department
320 West Lincoln Street
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Re: RFP Number 10106-RFP – Value-Added Model

Dear Paul,

Basis Policy Research, LLC ("Basis") hereby submits its response to your request for proposal for the **Value-Added Model** 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,

A handwritten signature in black ink, appearing to read "Jeffrey A. Springer".

Jeffrey A. Springer
Partner
Basis Policy Research, LLC

Narrative

Basis is well-positioned to assist MCESA staff in the development and implementation of the REIL program's value-added model. Our team includes Dr. Cory Koedel, Assistant Professor of Economics at the University of Missouri, to support in the model's design. Dr. Koedel is an established expert in value-added modeling, and has published numerous articles on the merits of various approaches.

Below we describe the intended work plans for each of the five tasks comprising this task order. Each task includes a detailed task activity plan that delineates milestones, key activities, deliverables, timelines, and the Basis consultants leading the work.

Task 2.1.1.1: Collaborate with MCESA staff and other appropriate entities (e.g., Arizona Department of Education) on the development and implementation of a value-added model.

The first step in this task will be to work with MCESA staff to determine their preferences for value-added modeling based upon the recent needs assessment of the REIL program. We recognize that MCESA is interested in adopting the growth model that the Arizona Department of Education ("ADE") plans to implement statewide. In order to use the ADE growth model within the REIL program, MCESA will need assurances that the model will be implemented by June 2013, thereby providing MCESA time to conduct a retro-active analysis of the model and determine how to incorporate its results into the overall REIL score. Basis will collaborate with MCESA to gain a firm understanding of the latest developments in the ADE growth model and its anticipated timeline for statewide implementation.

In the event the ADE growth model is not available to be incorporated into the REIL program, Basis consultants will work with Dr. Koedel to develop a custom value-added model using AIMS scores that can be implemented across all six REIL Alliance school districts. This custom value-added model will incorporate complex statistical techniques designed both to minimize the bias in teachers' value-added estimates from factors outside their control and to maximize the inter-temporal stability and precision of these estimates. Additionally, the model will be designed to enable comparisons of teachers' value-added performance across schools and districts, which is essential to the REIL program's compensation system. While complex models are more challenging for stakeholders to understand, their value-added estimates are generally considered more accurate (and therefore fairer) estimates of teachers' effectiveness. Accordingly, Basis will assist MCESA in designing training and resources that maximize the acceptance of the model by REIL teachers, principals, and central office staff.

The final deliverable for this task will be a technical paper that describes the specification of the value-added model, including the test scores that will be used to measure students' growth and the additional variables that will be used to control for factors that are outside of the teacher control. The technical paper will included a discussion of how the proposed models are similar and different to the models used by other states and school districts.



Table 1 below delineates the milestones, key activities, deliverables, timelines, and Basis consultants associated with this particular task.

Table 1 – Task Activity Plan
Task 2.1.1.1: Collaborate with MCESA on Development and implementation of a value-added model.

Milestones	Key Activities	Deliverables	Date of Deliverable	Lead Researchers
(1) Understand the preferences for value-added models of REIL leadership	Work with REIL leadership to understand the development of the Arizona Department of Education's (ADE) growth model and the implications of ADE's implementation timeline for employing the ADE growth model within the REIL program.	Memo on anticipated timeline of ADE Growth model implementation with recommendation on whether ADE timeline accommodates REIL program needs	April 1, 2011	David Stuit, Karen Herbert
(2) Finalize approach for handling teachers in content-areas without common assessments	Work with REIL leadership to identify content areas (e.g., music, Physical Education) without common assessments, and weigh options for producing value-added estimates in these areas (e.g., grade-level team value-added estimates or growth measures from custom-designed local assessments).	Memo on final approach for handling teachers in content-areas without common assessments	April 1, 2011	David Stuit, Karen Herbert
(3) Recommend value-added model for AIMS	Work with REIL leadership to achieve consensus on type of value-added model to be used; provide REIL leadership with pros/cons of various value-added models, particularly regarding precision and stability of teacher value-added estimates.	Memo on recommendation for AIMS-based value-added model	April 15, 2011	Matt Springer, Cory Koedel, David Stuit
(4) Draft technical paper on specification of the value-added model(s)	Identify student, teacher, and school covariates available to incorporate into value-added model; review literature on teacher value-added models; specify the value-added model; discuss the rationale for the specification based on existing research on value-added techniques and test score properties.	Technical paper on specification of the value-added model(s)	July 1, 2011	Cory Koedel, Matt Springer, David Stuit

Task 2.1.1.2: Assist in requesting proposals from researchers to build a value-added model that uses the AIMS data to produce annual value-added estimates for teachers and schools and explore the possibility of designing a “hybrid” value-added model that incorporates information from the AIMS along with results from a benchmark assessment.

The design and implementation of the value-added model will depend on the assessments used within the REIL program to measure teacher performance. We recommend designing a value-added model that combines estimates from the AIMS and benchmark assessments (where possible). The advantage of this approach is three-fold.

First, incorporating the benchmark assessments will allow MCEA to generate value-added estimates for educators in all K-12 grades, whereas relying exclusively on the AIMS would only permit for teacher value-added estimates in reading and math in grades 4-8.¹ Second, combining value-added estimates from AIMS and the benchmark assessments is likely to increase the stability of teachers’ annual value-added estimates; in other words, it will reduce the influence of idiosyncratic factors (e.g., a disruptive student on test day) that are outside the teachers’ control and result in more accurate and fair estimates of educator effectiveness. Third, incorporating the AIMS into the value model (as opposed to relying exclusively on the benchmark assessment) ensures that teachers’ value-added estimates are based on their students’ mastery of the Arizona state academic content standards.

In addition to the AIMS-based ADE growth model described in Task 2.1.1.1, Basis will work with REIL leadership to develop a method for producing value-added estimates from the REIL program’s common benchmark assessment. The vendors of these benchmark assessments may have their own growth model metrics that can be incorporated into the REIL program’s model. If this is the case, we will work with the vendor of the benchmark assessment selected by REIL leadership to design a value-added measure based on student fall-to-spring test score growth. We also will conduct an independent evaluation of the methods used by the vendor and determine if these methods are sufficient to minimize the bias in the teachers’ value-added estimates and maximize the precision and stability of the value-added estimates.

Finally, Basis will work with REIL leadership to determine how much weight the AIMS and benchmark value-added estimates should contribute respectively to each educator’s overall value-added score, as well as how to address teachers that only have benchmark assessments (e.g., teachers in grades K-3 and 9-12).

Table 2 below delineates the milestones, key activities, deliverables, timelines, and Basis consultants associated with this particular task.

¹ While third-grade students take the AIMS, it not possible to calculate value-added scores for third-grade teachers because their students do not have a pretest AIMS score from the prior school year.

Table 2 – Task Activity Plan

Task 2.1.1.2: Assist in requesting proposals from researchers to build a value-added model that uses the AIMS data to produce annual value-added estimates for teachers and schools and explore the possibility of designing a “hybrid” value-added model that incorporates information from the AIMS along with results from a benchmark assessment.

Milestones	Key Activities	Deliverables	Date of Deliverables	Lead Researchers
(5) Finalize the benchmark assessments to be used in the value-added framework	Work with REIL leadership to achieve consensus from REIL Alliance School Districts on assessments commonly administered across districts.	Map of common REIL assessments by grade and subject that will be used in value-added models	March 11, 2011	David Stuit, Karen Herbert
(6) Recommend value-added model for REIL benchmark assessments	Work with vendor of REIL program’s benchmark assessments to design a value-added measure based on student fall-to-spring test score growth on benchmark assessment.	Memo on recommendation for value-added model for benchmark assessments	April 29, 2011	David Stuit, Cory Koedel, Matt Springer
(7) Recommend framework for combining estimates from the AIMS and benchmark assessment value-added models to produce a composite score for teachers, teams, and schools	Work with REIL leadership to determine how much weight AIMS and benchmark value-added estimates should contribute respectively to each teacher’s scores, and how to address teachers that only have benchmark assessment results (e.g., K-3; 9-12).	Memo on recommendation for framework for combining estimates from AIMS and benchmark assessment value-added models	May 13, 2011	David Stuit, Cory Koedel

Task 2.1.1.3: Develop implementation plan.

Basis envisions three components to this task:

1. Developing a master timeline for producing teachers' value-added estimates from the AIMS and REIL benchmark assessments;
2. Developing a plan for training teachers, principals, and REIL staff on the value-added model and how to interpret the model's results; and
3. Developing a plan for conducting a retro-active analysis of the value-added model using real student assessment data.

Basis consultants will collaborate with REIL leadership and any external vendors assisting MCESA in the design of the REIL program's data management system to develop a master timeline for producing the value-added estimates from the AIMS and benchmark assessments, and incorporating those estimates into educators' REIL scores. The timeline will include expected dates for when: (a) the assessment data will be available from the districts; (b) teachers and/or principals will confirm class rosters; (c) a master dataset will be available to run the value-added models; and (d) the results of the value-added model will be finalized and ready for integration with the other components of the REIL score.

Basis consultants will collaborate with REIL leadership to develop a plan for training teachers, principals, and REIL staff on the basic features of the value-added model and how to interpret the results. This plan will include a preliminary timeline for conducting training sessions for teachers, principals, and REIL staff and developing guidebooks for employee groups that explain the value-added model along with the other accompanying components of the performance-based compensation system.

Additionally, Basis will draft a plan for conducting a retro-active analysis (using students' historical test scores) and possibly a pilot-year analysis (using students' test scores from 2011-2012) of the REIL program's specified value-added model. We will specify that theoretical value-added model by July 1, 2011, but will be unable to implement the model without first conducting thorough analyses using real student data. The retro-active analysis of students' historical test scores is critical to the evaluation of the model's performance and investigation of the precision and stability of its estimates. The retro-active analysis also will help identify the distribution of teacher and principal value-added estimates across the six Alliance districts and calibrate where to set the thresholds for the REIL performance categories (e.g., ineffective, effective, and highly effective).

Table 3 below delineates the milestones, key activities, deliverables, timelines, and Basis consultants associated with this particular task.

**Table 3 – Task Activity Plan
Task 2.1.1.3: Develop implementation plan.**

Milestones	Key Activities	Deliverables	Date of Deliverables	Lead Researchers
(8) Develop master timeline for collecting data for value-added modeling, running model, producing scores, and incorporating values into REIL scores.	Work with MCESA's data management staff and vendors to map flow of students' assessment data, confirm teachers' class rosters, structure dataset for value-added analysis, run value-added model, and merge value-added estimates into REIL score.	Master timeline for collecting data for value-added modeling, running model, producing scores, and incorporating values into REIL scores	Oct. 1, 2011	Jeff Springer, David Stuit
(9) Develop plan for retro-active analysis of REIL teachers' value-added performance once REIL data management system is in place and student test score is available from all six REIL districts.	Calibrate teachers' REIL scores based on the historical distribution of value-added estimates produced in retro-active analysis.	Analytic plan for conducting retro-active analysis	Dec. 1, 2011.	David Stuit, Cory Koedel
(10) Develop plan for training teachers, principals, and REIL staff on the value-added model and how to interpret the results	Specify preliminary timeline for conducting training sessions for teachers, principals, and REIL staff and developing guidebooks for employee groups that explain the value-added model along with the other accompanying components of the REIL program's performance-based compensation system.	Plan (including timeline) for conducting training sessions for teachers, principals, and REIL staff and developing guidebooks for employee groups	April 1, 2012	Karen Herbert, David Stuit



Task 2.1.1.4: Develop differentiated guidebooks for each employee group that explains the components of a performance-based compensation system.

To complete this task order Basis consultants will collaborate with REIL leadership to identify pertinent information on the most essential components of the REIL compensation system that each employee group needs to receive via their guidebooks. To facilitate the initial design of these guidebooks, Basis will conduct semi-structured interviews with REIL leadership and key stakeholders from REIL Alliance school districts. These interviews will not only identify information pertinent to REIL leadership and key stakeholders, but also shape the most appropriate framework for presenting it.

We then will draft and circulate prototype guidebooks to a small sample of teachers, principals, and REIL administrators in order to gather feedback on both content and format. The guidebooks will be revised based on this feedback and submitted to MCEA for copy-editing and publication.

Table 4 below delineates the milestones, key activities, deliverables, timelines, and Basis consultants associated with this particular task.

Table 4 – Task Activity Plan
Task 2.1.1.4: Develop differentiated guidebooks for each employee group that explains the components of a performance-based compensation system.

Milestones	Key Activities	Deliverables	Date of Deliverable	Lead Researchers
(11) Collaborate with REIL leadership to identify the essential information on the REIL compensation system that each employee group should receive	Identify employee groups and conduct semi-structured interviews with REIL leadership and key stakeholders from REIL Alliance school districts to identify important information on the REIL compensation system and the most appropriate framework for presenting that information.	None	February 1, 2012	Jeff Springer, Karen Herbert
(12) Finalize draft of guidebooks for each employee group	Gather feedback via interviews or focus groups with teachers, principals, and REIL leadership on contents and formatting of guidebooks and revise accordingly.	Draft guidebooks for each employee group	April 1, 2012	Karen Herbert, Jeff Springer

Task 2.1.1.5: Provide instructor(s)/facilitator(s) to train teachers, principals, and district office staff on the value-added model.

Basis will develop and deploy a “train the trainer” model to complete this task order. Basis consultants will collaborate with REIL staff to design a full-day “train the trainer” module that Basis and REIL leadership will deliver to teachers, principals, and/or staff from the six REIL Alliance school districts. The objective of these full-day training sessions will be to equip designated individuals within each school district to train their respective districts’ teachers, principals, and staff on the basics of the value-added model and how the model influences their REIL score.

During the full-day training session, Basis consultants will provide district trainers with a variety of resources to draw upon in educating their colleagues on the value-added model, including: Powerpoint slides to guide their presentations; a Frequently Asked Questions (FAQ) document; and a bibliography of published research and other external resources that will help them understand the value-added model. Basis consultants also will work with REIL leadership to identify each district’s trainers and schedule the full day training session. Additionally, Basis will assist REIL leadership in establishing a timeline and plan for district trainers to conduct training sessions for teachers, principals, and central office staff.

Table 5 below delineates the milestones, key activities, deliverables, timelines, and Basis consultants associated with this particular task.

Table 5 – Task Activity Plan
Task 2.1.1.5: Provide instructor(s)/facilitator(s) to train teachers, principals, and district office staff on the value-added model.

Milestones	Key Activities	Deliverables	Date of Deliverable	Lead Researchers
(13) Design a full-day “train the trainer” module on the value-added model	Collaborate with REIL staff to design a full-day “train the trainer” module that Basis and REIL leadership will deliver to teachers, principals, and staff from the six REIL Alliance school districts.	Powerpoint slides to guide their presentations, a Frequently Asked Questions (FAQ) document, and a bibliography of published research and other external resources	March 1, 2012	Karen Herbert, David Stuit
(14) Identify REIL districts’ trainers and schedule the full-day training session	Work with REIL leadership to identify each district’s trainers and schedule the full-day training session.	List of district trainers and date for full-day “train the trainer” session.	March 1, 2012	Karen Herbert, David Stuit
(15) Establish a timeline and plan for the district trainers to deliver training sessions to their respective districts’ teachers, principals, and central office staff	Assist the REIL leadership in establishing a timeline and plan for the district trainers to conduct training sessions for teachers, principals, and central office staff.	Timeline and plan for the district trainers to conduct training sessions for teachers, principals, and central office staff.	April 1, 2012	Karen Herbert, David Stuit
(16) Conduct full-day “train the trainer” sessions at MCESA	Deliver formal presentation on the value-added model; question and answer session.	None	April 1, 2012	Karen Herbert, David Stuit

References

1. COMPANY NAME: Institute of Education Sciences, U.S. Department of Education
 ADDRESS: 555 New Jersey Ave., N.W., Suite 611b, Washington DC 20208-5521
 CONTACT PERSON: Dr. Allen Ruby
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2. COMPANY NAME: Florida Department of Education
 ADDRESS: Turlington Building, Suite 1514, 325 West Gaines Street, Tallahassee, Florida 32399
 CONTACT PERSON: Dr. Kathryn S. Hebda
 TELEPHONE: 850-245-0891
 E-MAIL ADDRESS: kathy.hebda@fldoe.org

3. COMPANY NAME: Organisation for Economic Co-Operation and Development
 ADDRESS: Room MBAT 3216, Marshall Building 2, rue Andre Pascal F-75775 Paris Cedex 1
 CONTACT PERSON: Dr. Alejandro Gomez Palma
 TELEPHONE: +33(0) 1 45 24 99 81
 E-MAIL ADDRESS: alejandro.gomez@oecd.org

4. COMPANY NAME: National Heritage Academies, Inc.
 ADDRESS: 3850 Broadmoor Ave., SE Suite 201, Grand Rapids, MI 49512
 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

Qualifications

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. One Basis managing partner will be assigned to each task order based upon that partner's particular domain expertise, experience, and skill set. However, the remaining two managing partners will be apprised of task progress and available to consult on all matters in an advisory capacity. One or more Basis consultants will be assigned to each task order and Basis managing partner, ensuring that MCESA is afforded not only the highest quality work product, but also continuous access to our firm's capabilities and personnel. Should need or desire arise for their involvement, we would be happy to invite select additional industry experts from within our relationship network to collaborate with our team and MCESA on relevant matters.

Biographies for our three managing partners and the two Basis consultants assigned to this task order follow below. Short-form resumes and curriculum vitae 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.

Consultants

Karen Herbert is a researcher and policy analyst in K-12 public education. She specializes in district, state, and federal policy, particularly in the areas of teacher quality, school reform, and policy implementation. Her work has been presented to the Texas State Board for Educator Certification, the Texas State Senate Committee on Education, and at a number of national conferences. She also serves on the boards of directors of two independent

schools in Austin, Texas. She recently completed a doctorate from the University of Texas at Austin where her dissertation research focused on performance-based compensation systems for teachers.

Cory Koedel is an assistant professor of Economics at the University of Missouri, and a research affiliate at the National Center for Performance Incentives. He received his PhD in Economics from the University of California, San Diego in 2007. Cory's recent research includes work on outcome-based measures of teacher quality, teacher labor markets, school choice and curricular evaluation. In 2008 he was awarded the Outstanding Dissertation Award in Education Policy (Division L) from the American Educational Research Association. Currently, Cory is a co-investigator on two IES research grants that together provide nearly one million dollars in research funding.



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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.



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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.



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Recent Work Experience

- 2009 – 2010 Research Assistant. E3 Alliance. Austin, Texas
- 2006 – 2007 Texas Educator Excellence Grants Program Manager and Program Evaluation Quality Coordinator. Texas Education Agency. Austin, Texas.
- 2004 – 2006 Program Specialist in Research. SEDL. Austin, Texas
- 2004 – 2004 Research Specialist. State Board for Educator Certification. Austin, Texas
- 1999 – 2002 Research Assistant. Carnegie Foundation for the Advancement of Teaching. Stanford, California.

Select Recent Research Activities

- 2009 – 2010 Principal Investigator (dissertation research). Making Sense of Performance Pay: Sensemaking and Sensegiving in Implementation of Compensation Reform. The University of Texas at Austin.
- 2009 – 2010 Research Assistant. Longitudinal Analysis of Student Achievement and Retention in Central Texas. E3 Alliance. Bill and Melinda Gates Foundation.
- 2006 – 2007 Contract Manager. Evaluation of the Texas Educator Excellence Grants program. Texas Education Agency.
- 2006 – 2007 Contract Manager. Evaluation of the Governor’s Educator Excellence Grants program. Texas Education Agency.
- 2004 – 2006 Investigator. Implementation and Outcomes of SEDL’s Working Systemically Model. SEDL. Regional Educational Laboratory, Institute of Education Sciences.
- 1999 – 2002 Research Assistant. Capacity for Coherent Policy Implementation in Schools and Districts. Carnegie Foundation for the Advancement of Teaching. William and Flora Hewlett Foundation.

Education

- 2010 The University of Texas at Austin, College of Education, Austin, Texas.
Ph.D. Major Field: Education Policy and Planning.
- 1998 Michigan State University, College of Education, East Lansing, Michigan.
M.A. Major Field: Educational Psychology.
- 1992 The University of Texas at Austin, Austin, Texas.
B.A. Major Field: Psychology and Marketing.

Curriculum Vitae

Cory Koedel
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Columbia, MO 65211
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Updated: October 2010

Education

2007 Ph.D., University of California, San Diego (Economics)
2000 B.A., University of California, San Diego (Economics, History)

Employment

2007 – Present Assistant Professor of Economics, University of Missouri

Other Professional Activities

2007 – Present Research Affiliate, National Center for Performance Incentives (NCPI)
2010 Member: Growth Model Technical Advisory Committee, Missouri Department of Elementary and Secondary Education

Fellowships and Awards

2010 Emerging Education Policy Scholar (American Enterprise Institute, Thomas B. Fordham Institute)
2008 American Educational Research Association Outstanding Dissertation Award (Division L)
2005 Spencer Foundation Dissertation Fellowship

External Grants

Co-investigator (with Shawn Ni and Michael Podgursky). Institute of Education Sciences in cooperation with the Missouri Department of Elementary and Secondary Education. Statewide Longitudinal Data Systems Grant Program – Teacher Training in Missouri. (3 years, \$487,000, starting summer 2009).

Co-investigator (with Shawn Ni and Michael Podgursky). Institute of Education Sciences with CALDER. Retiring Productive Human Capital - Teacher Pensions and Effects on Student Achievement. (2 years, \$418,000, starting summer 2009).

Internal Grants

Primary Investigator. University of Missouri Economic & Policy Analysis Research Center. Early Childhood Interventions. (\$5,031, Summer 2010).

Publications

Koedel, Cory and Julian R. Betts (forthcoming). Does Student Sorting Invalidate Value-Added Models of Teacher Effectiveness? An Extended Analysis of the Rothstein Critique. *Education Finance and Policy*.

Betts, Julian R., Andrew C. Zau and Cory Koedel (2010). *Lessons in Reading Reform: Finding What Works*. San Francisco: Public Policy Institute of California.

Koedel, Cory and Julian R. Betts (2010). Value-Added to What? How a Ceiling in the Testing Instrument Influences Value-Added Estimation. *Education Finance and Policy* 5(1) pp. 54-81.

Koedel, Cory (2009). An Empirical Analysis of Teacher Spillover Effects in Secondary School. *Economics of Education Review* 28(6) pp. 682 – 692.

Koedel, Cory, Julian R. Betts, Lorien A. Rice and Andrew C. Zau (2009). The Integrating and Segregating Effects of School Choice. *Peabody Journal of Education* 84(2) pp. 110-129.

Koedel, Cory (2008). Teacher Quality and Dropout Outcomes in a Large, Urban School District. *Journal of Urban Economics* 64(3) pp. 560-572.

Koedel, Cory and Julian R. Betts (2008). Test-Score Ceiling Effects and Value-Added Measures of School Quality. *JSM Proceedings*, Social Statistics Section. Alexandria, VA: American Statistical Association.

Betts, Julian R., Lorien A. Rice, Andrew C. Zau, Y. Emily Tang and Cory R. Koedel (2006). *Does School Choice Work? Effects on Integration and Achievement*. San Francisco, Public Policy Institute of California.

Working Papers

Math Skills and Labor-Market Outcomes: Evidence from a Resume-Based Field Experiment (with Eric Tyhurst). October 2010. *Under Review*

The Relative Performance of Head Start (with Teerachat Techapaisarnjaroenkit). September 2010. *Under Review*

A Non-Experimental Evaluation of Curricular Effectiveness in Math (with Rachana Bhatt). September 2010. *Under Review*

Post-Secondary Education Structure. October 2010. *Under Review*

Grading Standards in Education Departments at Universities. January 2010.

The Social Cost of Open Enrollment as a School Choice Policy (with Julian R. Betts, Lorien A. Rice and Andrew C. Zau). April 2010.

Blueprint for Success? An Evaluation of the Direct and Indirect Effects of the San Diego Reading Reforms. April 2010 (with Julian R. Betts and Andrew C. Zau).

Re-Examining the Role of Teacher Quality in the Educational Production Function. April 2007
(University of Missouri, Department of Economics Working Paper 07-08, with Julian R. Betts).

Unpublished Policy Reports

Longitudinal Analysis of MAP Achievement Growth: Initial Findings (with Mark Ehlert,
Michael Podgursky and Eun Y. Kim). January 2009.

Conference Presentations

2010	American Education Finance Association Annual Meeting Missouri Economic Conference Western Economic Association Annual Meeting
2009	American Education Finance Association Annual Meeting Association for Public Policy Analysis and Management Annual Meeting
2008	American Educational Research Association Annual Meeting Society of Labor Economists Annual Meeting Joint Statistical Meetings Association for Public Policy Analysis and Management Annual Meeting Southern Economic Association Annual Meeting
2006	Society of Labor Economists Annual Meeting

Invited Seminars

Florida State University; Michigan State University; Oregon State University; RAND; Southern
Methodist University; Temple University; University of California, Riverside; University of
California, San Diego; University of Nevada, Reno

Student Advising

Primary Advisor for: Bradley Lindemann (Undergraduate Honors Thesis); Teerachat
Techapaisarnjaroenkit (PhD); Eric Tyhurst (MA); Douglas Lehmann (MA); Bradley Lindemann
(MA); Gaogao Yu (MA); Yi Du (MA)
Committee Member for: Shishan Shi (PhD); Richard Berkebile (PhD, political science)

Referee (Journals)

Quarterly Journal of Economics; Economics of Education Review; Education Evaluation and
Policy Analysis; Journal of Human Resources; Education Economics; Journal of Applied
Econometrics; Empirical Economics; Journal of Urban Economics

Referee (Conferences)

American Education Research Association; Society for Research on Educational Effectiveness

Budget

Task Order 2.1.1 Value-Added Model	David Stuit Senior Consultant	Corey Koedel Senior Consultant	Matt Springer Senior Consultant	Jeff Springer Senior Consultant	Karen Herbert Junior Consultant	Task and Task Order Totals
Task 2.1.1.1						
Hourly Rate	\$200	\$200	\$200	\$200	\$150	\$193
Hours Committed	80	120	55	10	40	305
Service Costs	\$16,000	\$24,000	\$11,000	\$2,000	\$6,000	\$59,000
Travel Expenses	\$1,000	\$0	\$0	\$0	\$0	\$1,000
Total Costs	\$17,000	\$24,000	\$11,000	\$2,000	\$6,000	\$60,000
Task 2.1.1.2						
Hourly Rate	\$200	\$200	\$200	\$200	\$150	\$192
Hours Committed	50	40	11	0	20	121
Service Costs	\$10,000	\$8,000	\$2,200	\$0	\$3,000	\$23,200
Travel Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$10,000	\$8,000	\$2,200	\$0	\$3,000	\$23,200
Task 2.1.1.3						
Hourly Rate	\$200	\$200	\$200	\$200	\$150	\$190
Hours Committed	40	40	0	40	30	150
Service Costs	\$8,000	\$8,000	\$0	\$8,000	\$4,500	\$28,500
Travel Expenses	\$750	\$0	\$0	\$0	\$750	\$1,500
Total Costs	\$8,750	\$8,000	\$0	\$8,000	\$5,250	\$30,000
Task 2.1.1.4						
Hourly Rate	\$200	\$200	\$200	\$200	\$150	\$181
Hours Committed	0	0	0	95	60	155
Service Costs	\$0	\$0	\$0	\$19,000	\$9,000	\$28,000
Travel Expenses	\$0	\$0	\$0	\$1,000	\$1,000	\$2,000
Total Costs	\$0	\$0	\$0	\$20,000	\$10,000	\$30,000
Task 2.1.1.5						
Hourly Rate	\$200	\$200	\$200	\$200	\$150	\$177
Hours Committed	105	0	0	0	90	195
Service Costs	\$21,000	\$0	\$0	\$0	\$13,500	\$34,500
Travel Expenses	\$2,750	\$0	\$0	\$0	\$2,750	\$5,500
Total Costs	\$23,750	\$0	\$0	\$0	\$16,250	\$40,000
Blended Hourly Rate						\$187
Total Hours Committed						926
Total Service Costs						\$173,200
Total Travel Expenses						\$10,000
Gross Task Order Costs						\$183,200