

Proposal for:

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

**Program Evaluation for the
TIF4 Teacher Incentive Fund Grant**

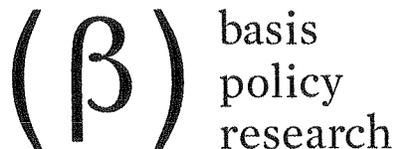
Presented to:

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



January 25, 2013

Table of Contents

Letter of Transmittal.....	3
Narrative.....	4
GOAL 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.....	5
Objective 1.1	5
Research Questions.....	5
Evaluation Methods	6
GOAL 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.....	9
Objective 2.1	9
Objective 2.2	9
Research Questions.....	9
Evaluation Methods	11
GOAL 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.....	15
Objective 3.1	15
Objective 3.2	15
Research Questions.....	15
Evaluation Methods	16
Master Task Activity Plan.....	19
References.....	22
Qualifications	23
Budget.....	29

Letter of Transmittal

Basis Policy Research, LLC
9650 Strickland Rd, Suite 103-296
Raleigh, North Carolina 27615
Phone: 615.521.0641
solutions@basispolicyresearch.com
www.basispolicyresearch.com

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

Re: RFP Number 10106-RFP – Program Evaluation for TIF4 Teacher Incentive Fund Grant

Dear Paul,

Basis Policy Research, LLC (Basis) hereby submits its response to your request for proposal for the **Program Evaluation for the TIF4 Teacher Incentive Fund Grant** 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 (MCEA), and greatly appreciate your consideration. Thank you, and

Best regards,



Jeffrey A. Springer
Partner
Basis Policy Research, LLC

Narrative

Basis is prepared to conduct a rigorous and comprehensive evaluation of the implementation and impact of the REIL-TNG program. Our researchers have considerable experience in conducting large-scale evaluations of performance-based compensation systems, including New York City's School-Wide Performance Bonus Program and Texas' District Awards for Teaching Excellence Program.

This evaluation plan has been designed specifically to: (a) determine and report on the extent to which program goals and objectives are met; (b) investigate implementation barriers and facilitators in order to guide real-time adjustments; (c) understand and improve program implementation and impact on teacher, principal, school, and district performance; (d) communicate and disseminate findings to local stakeholders; and (e) contribute to research, knowledge, practice, and policy at the state and national levels.

Below we describe our approach to evaluating the implementation and impact of the REIL-TNG program over the grant's five fiscal years (FY2013-2017). For each of the three REIL-TNG goals to be evaluated, we present the following:

- (1) The goal's objectives and related performance measures.
- (2) The research questions associated with those objectives.
- (3) The evaluation methods to be used to address and answer the research questions.

These sections are followed by a consolidated master task activity plan describing the overall program evaluation's timeline, key milestones, and deliverables given the alignment in data collection, data analysis, and reporting across Goals 1, 2, and 3.

GOAL 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.

Objective 1.1 states that by September 30, 2017, there will be a 10-point increase in the percentage of students meeting or exceeding the state standards in reading, math, and science. Objective 1.1 is further delineated by the following three performance measures:

- (1) By September 30, 2017, 55% of REIL-TNG students will score in the meets or exceeds category on the math portion of the state-administered AIMS assessment.
- (2) By September 30, 2017, 48% of REIL-TNG students will score in the meets or exceeds category on the science portion of the state-administered AIMS assessment.
- (3) By September 30, 2017, 72% of REIL-TNG students will score in the meets or exceeds category on the reading portion of the state-administered AIMS assessment.

Research Questions

Objective 1.1: Human Capital Management System (HCMS)

- (1) To what extent does the use of an LEA-wide HCMS result in increased student learning?
- (2) To what extent does the STEP/PATH process identify the knowledge, skills, and disposition for successful placement in a career pathway position?

Objective 1.1: Educator Evaluation System / Professional Development

- (3) To what extent does the use of a rigorous, valid, and fair evaluation system result in increased academic progress and achievement?

Objective 1.1: Overall REIL-TNG Program

- (4) What is the overall impact of the program on student achievement?
- (5) What is the level of support amongst stakeholders for implementation of REIL-TNG?
- (6) Has the LEA initiated any other programs that could affect teaching or leadership in schools?

Evaluation Methods

Data Collection

To address the six research questions pertaining to Objective 1.1, Basis will undertake the following data collection activities.

Student Achievement Data and Student and School-Level Administrative Records

Each year, Basis will secure student achievement and other administrative data from the REIL Data Management System. Specifically, Basis will collect students' test scores from AIMS and other benchmark assessments that are systematically administered across all REIL-TNG school districts. Basis will also request data on student demographics (e.g., race/ethnicity, gender), student special program participation (e.g., free and reduced price lunch, Limited English Proficiency, Special Education), and school characteristics (e.g., enrollment, grade span) to incorporate into the analysis.

Interview Data; Educator Survey Data; and Governing Board Document Review Data

Each year, Basis will also collect data on program implementation from: (a) interviews with MCEA staff and LEA superintendents, assistant superintendents, and human resource directors; (b) surveys of LEA teachers and administrators; and (c) review of LEA governing board minutes. The instruments and protocols comprising these data collection activities will be designed in the first year (and revised in subsequent years) to focus on particular aspects of the implementation of the Human Capital Management System (HCMS), the Educator Evaluation System and Professional Development (ESS/PD), and the overall REIL-TNG program. In Years 2-5, these instruments and protocols will also incorporate elements specifically related to staff and educator perceptions regarding program impact on student achievement and growth. In Years 1-5, interview questions, survey items, and document review will specifically address the process by which the STEP and Career Pathways (STEP/PATH) program places personnel in career pathway positions.

Educator-Level Administrative Records

In Years 1-5, Basis will request from MCEA the various educator evaluation data that inform principals' and teachers' REIL Scores. These data comprise educators' supervisor ratings and value-added growth estimates. In Years 1-4, this request will include co-observation data. We will also request educator-level Human Resources data and documentation related to the screening, placement, and performance of educators in the STEP/PATH program, particularly information on the variables and criteria used to measure and assess educator knowledge, skills, and disposition.

Data Analysis

To answer the six research questions pertaining to Objective 1.1, Basis will undertake the following data analyses. We have organized these analyses into two strands: Program Impact; and Educator Perception of Program Implementation and Impact.

Program Impact

(Research Questions 1, 3, and 4)

In Years 3-5, Basis will undertake quantitative analyses of the REIL-TNG program's impact on student progress and achievement. These analyses will consider the impact of the HCMS, ESS/PD, and the overall program [RQ1, RQ3, and RQ4]. In each case, Basis will integrate information from the administrative, interview, and survey data files to create a master dataset to address the research questions. A variety of descriptive and regression-based techniques for estimating program impacts will be considered. The final analytic approach will be determined based on a feasibility study conducted in Year 1. The purpose of the feasibility study will be to determine the most rigorous and appropriate analytic strategy given the available data.

We anticipate using longitudinal panel regression techniques that examine changes in student achievement pre and post implementation of the REIL-TNG program (and its HCMS and ESS/PD components). These techniques will control for a variety of student, teacher, classroom, school, and district factors in order to: (a) isolate the effect of the REIL-TNG program on student achievement; (b) determine how the effect of the program differs among participating students, teachers, schools, and districts; and (c) identify factors that explain why the impact varies across students, teachers, schools, and districts.

In addition, the REIL-TNG program's progress will be benchmarked in Years 3-5 against Objective 1.1 and its three performance measures.

Educator Perception of Program Implementation and Impact

(Research Questions 2, 5, and 6)

In Years 2-4, Basis will undertake both qualitative and quantitative analyses of the implementation of the REIL-TNG program, broadly, and the STEP/PATH process, specifically. Data will be compiled from: (a) interviews with MCESA and LEA staff; (b) educator surveys; (c) review of LEA governing board minutes; and (d) review of educator-level administrative records. These analyses will serve three purposes related to research questions 4-6.

The first purpose (Years 2-4) will be to determine the extent to which educator and staff perception of the REIL-TNG program's impact on student achievement has influenced stakeholder support for program implementation [RQ5]. This analysis will rely principally upon perception data collected in the course of interviewing and surveying LEA and MCESA staff and educators.

The second purpose (Years 2-4) will be to identify any other LEA-initiated programs that might influence teaching and learning in REIL-TNG schools [RQ6]. These programs may be an outgrowth of, complementary to, or unrelated to the REL-TNG program. We will initially conduct a qualitative analysis of interview and document review data to identify these programs. We will then seek to confirm and explore the programs in greater detail in subsequent years through the quantitative analysis of principal and teacher survey data and the qualitative analysis of open-ended interview and survey responses.

The third purpose (Years 2-4) will be to appraise the extent to which the STEP/PATH process places educators in career pathway positions based on their knowledge, skills, and disposition [RQ2]. This analysis will involve the systematic examination of whether the STEP/PATH process is evaluating candidates based on the criteria for placement specified by MCESA. Results from our mixed-method analysis of interview and document review data will guide our descriptive and/or regression-based analysis of STEP/PATH processes and candidate outcomes.

Additionally, Basis will produce White Papers in years 3-5 describing promising practices in the REIL-TNG program.

GOAL 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.

Objective 2.1 states that by September 30, 2017, REIL-TNG LEAs will utilize the REIL Score (overall effectiveness rating) to inform human capital management decisions. Objective 2.1 is further delineated by the following four performance measures:

- (1) By September 30, 2017, the % of effective & highly effective teachers in spotlight schools will increase by 5% from the baseline (2013-14).
- (2) By September 30, 2017, the % of effective & highly effective building-level administrators will increase by 5% from the baseline (2013-14).
- (3) By September 30, 2017, the turnover/retention rate of the % of effective & highly effective teachers and building-level administrators will decrease by 10% from the baseline (2013-14).
- (4) By September 30, 2017, the number of open positions filled by the % of effective & highly effective building-level administrators will increase by 5% from the baseline (2013-14).

Objective 2.2 states that by September 30, 2017, REIL-TNG LEAs will incorporate performance classifications as part of the educator salary structure. Objective 2.2 is further delineated by the following two performance measures:

- (1) By September 30, 2017, 70% of an educator's base salary will be based on the REIL Score.
- (2) By September 30, 2015, the individual teacher performance component of the (CSF) will account for 33% of the 40% allocation for teacher compensation based on performance.

Research Questions

Objective 2.1: Human Capital Management System (HCMS)

- (1) To what extent have practices, policies, regulations, 301 plans, and professional agreements been revised to align to the new HCMS?
- (2) How has the allocation of effective educators across schools changed?
- (3) What factors are impeding or supporting: effective educators to transfer to open positions in high-need schools; the attraction and retention of effective educators in high-need schools; and communication efforts related to the implementation of the HCMS?

- (4) To what extent does the number of observations impact validity of the REIL Score?

Objective 2.1: Educator Evaluation System/Professional Development (ESS/PD)

- (5) To what degree are the observation instruments valid and reliable, adequately distinguishing between levels of performance?
- (6) To what degree is there inter-rater agreement between evaluators?
- (7) What is the correlation between the ratings on the observation instruments and student achievement?

Objective 2.1: Performance-Based Compensation System (PBCS)

- (8) To what extent does the performance-based educator salary structure result in differential attrition over time?
- (9) What factors impede or support differential attrition; sustainability of the educator salary structure?
- (10) To what extent do educators perceive the educator salary structure as an important factor in their decision to stay in the profession?
- (11) What impact does the educator salary structure have on recruitment and retention?

Objective 2.1: Overall REIL-TNG Program

- (12) What is the level of support amongst stakeholders for implementation of REIL-TNG?
- (13) To what extent have LEAs implemented effective stakeholder engagement & communication structures?
- (14) To what extent do state policies affect classroom observations?
- (15) Is there a change in classroom practice over time?
- (16) Has the LEA initiated any other programs that could affect teaching or leadership in schools?

Objective 2.2: Performance-Based Compensation System (PBCS)

- (17) To what extent has base pay progression been impacted?
- (18) What factors impede or support differential attrition; sustainability of the educator salary structure?

Objective 2.2: Overall REIL-TNG Program

- (19) What is the level of support amongst stakeholders for implementation of REIL-TNG?
- (20) To what extent have LEAs implemented effective stakeholder engagement & communication structures?
- (21) Has the LEA initiated any other programs that could affect teaching or leadership in schools?

Evaluation Methods

Data Collection

To address the twenty-one research questions pertaining to Objectives 2.1 and 2.2, Basis will undertake the following data collection activities.

Interview Data and Educator Survey Data

In Years 1-5, the instruments and protocols comprising the interview and educator survey data collection activities will include specific elements addressing staff and educator perception of the implementation and impact of the HCMS, PBCS, and overall REIL-TNG program.

With regards to the HCMS, these elements will focus on factors influencing: (a) the transfer of effective educators to open positions in high-need schools; (b) the attraction and retention of effective educators in high-need schools; and (c) communication efforts related to program implementation.

With regards to the PBCS, the elements will focus on factors influencing: (a) the attrition of educators; (b) sustainability of the new educator salary structure; and (c) educator recruitment and retention.

More generally, the elements will also address integral aspects of the overall REIL-TNG program as they relate to implementation of the HCMS and PBCS, including: (a) the level of support amongst stakeholders; (b) LEA stakeholder engagement and communication structures; (c) state policies governing classroom observations; (d) changes in classroom practice; and (e) other LEA-initiated programs affecting teaching and leadership in participating schools.

Educator and District-Level Administrative Records; Governing Board Document Review Data; and Other District, MCESA, and State-Level Document Review Data

In Years 1-5, as previously noted, Basis will request the supervisor ratings and value-added growth estimates that inform educators' REIL Scores. Co-observation data will be included

in the request in Years 1-4. These evaluation data will be paired with educator-level Human Resources (HR) data on educator placement, function, compensation, age, experience, and education. We will also collect district-level finance and operational data, including budgets, salary schedules, and HR records on educator recruitment, transfers, retention, and attrition. This information will be supplemented with document review data drawn from governing board minutes and other district, MCESA, and state-level documentation pertaining to education finance and HR-related practices, policies, regulations, plans, and professional agreements.

These data will inform our analyses of: (a) the allocation of effective educators across REIL-TNG schools; (b) differential educator attrition over time; (c) the sustainability of the new educator salary structure; (d) the impact of the salary structure on recruitment and retention; and (e) the impact of the salary structure on base pay progression.

The data will also guide our analysis of educators' evaluation and co-observation results, including: (a) the impact of the number of evaluations on the validity of educators' REIL Scores; (b) the validity, reliability, and inter-rater agreement of the REIL-TNG program's observation instruments; and (c) the correlation between educators' supervisor ratings and value-added growth estimates.

Data Analysis

To answer the twenty-one research questions pertaining to Objectives 2.1 and 2.2, Basis will undertake the following data analyses. We have organized these analyses into three strands: Educator Perception of Program Implementation; Educator Perception of Program Impact and Sustainability; and Program Impact and Validation.

Educator Perception of Program Implementation (Research Questions 1, 3, 12, 13, 19, and 20)

In Years 1-4, our analysis of the REIL-TNG program's implementation will focus on educator perception of the processes and challenges associated with implementing an LEA-wide HCMS with a fiscally-sustainable PBCS for effective teachers and school leaders.

Basis will first gauge the extent to which REIL-TNG districts (and their schools) have aligned practices, policies, regulations, 301 plans, and professional agreements with the new HCMS [RQ1]. We will then consider the level of support amongst stakeholders for implementation of the REIL-TNG program particularly with respect to the use of the REIL Score to inform human capital management decisions [RQ12] and incorporation of performance classifications into the educator salary structure [RQ19]. Results of our analysis will be invigorated by an examination of LEA and MCESA stakeholder engagement and communication structures [RQ13, RQ20], including identification of factors impeding or supporting these efforts in the course of HCMS implementation [RQ3].

Our analyses will rely on staff and educator perception data drawn from interviews with MCESA and LEA staff, educator surveys, and review of related district, MCESA, and state

documentation. Interview, open-ended survey, and document review data will be analyzed using qualitative techniques to identify common themes related to HCMS and PBCS implementation processes and challenges. Survey data will be analyzed using descriptive statistics and analysis of variance techniques.

In addition, Basis will produce White Papers in Years 3-5 describing promising practices in the REIL-TNG program.

Educator Perception of Program Impact and Sustainability

(Research Questions 3, 9, 10, 14, 15, 16, 18, and 21)

In Years 3-5, Basis will investigate staff and educator perceptions of the impact and sustainability of the HCMS and PBCS.

Basis will first examine staff and educator survey feedback on the factors influencing the recruitment, transfer, and retention of effective educators in high-need REIL-TNG schools [RQ3]. With respect specifically to the role of performance-based compensation within the new HCMS, we will focus on identifying dimensions of the new educator salary structure perceived to be associated with educator attrition and retention [RQ9, RQ10, and RQ18]. Findings from both analyses will later be combined with educator and district-level administrative data to facilitate a descriptive quantitative analysis of the most salient factors associated with educator transfer, attrition, and retention in REIL-TNG schools [RQ3, RQ9, and RQ18].

We will then consider the perceived impact of the REIL-TNG program from three distinct angles. First, we will analyze staff and educator feedback and document review data to determine the extent to which state policies governing classroom observations may impact the use of the REIL Score to inform human capital management decisions [RQ14]. Second, we will study staff and educator feedback to identify and describe any perceived changes in classroom practice resulting from the implementation of the HCMS [RQ15]. Third, we will review staff and educator feedback and district documentation for the presence of any other LEA-initiated programs pertaining to educator effectiveness ratings and performance classifications that might affect teaching and leadership in schools, beyond the impact of the REIL-TNG program, itself [RQ16, RQ21].

Lastly, Basis will compile and analyze documentation and feedback from various stakeholders regarding the sustainability of the PCBS [RQ9, RQ18]. We will use these insights to help MCEA develop a framework for understanding the sustainability of the PBCS that will consider the availability of sufficient, accessible, and persistent funding sources for the program.

Program Impact and Validation

(Research Questions 2, 4, 5, 6, 7, 8, 11, and 17)

In Years 3-5, Basis will track and validate outcomes associated with the HCMS and its ESS/PD and PBCS components. With regards to the HCMS, we will analyze educator-level

administrative records to track and describe changes over time in the allocation of effective educators both within and across REIL-TNG districts [RQ2]. We will also examine the sensitivity of educators' REIL Scores to their respective number of observations [RQ4]. The latter will help determine the validity of the program's overall performance classifications, as well as potentially help explain any between-school and/or district variation in the distribution of effective educators.

With regards to the ESS/PD, educators' evaluation and co-observation results will be exploited to estimate the validity and reliability of the program's various observation instruments. To estimate validity, Basis will calculate correlations between educators' supervisor ratings and value-added growth estimates [RQ5, RQ7]. To estimate reliability, we will produce descriptive statistics on the distribution of these ratings by instrument, and then calculate widely-used measures of inter-rater reliability [RQ5, RQ6].

With regards to the PBCS, Basis will analyze educator-level administrative records to track and describe educator attrition over time both within and across REIL-TNG districts [RQ8]. To better understand contextual factors influencing our findings, we will also quantify the extent to which educators' base pay progression has been impacted by the introduction of the PBCS [RQ17].

In addition, the REIL-TNG program's progress will be benchmarked in Years 3-5 against Objectives 2.1 and 2.2 and their respective performance measures.

GOAL 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.

Objective 3.1 states that by September 30, 2017, REIL-TNG LEAs will increase the number of effective & highly effective teachers and leaders as measured by placement on the REIL-TNG continuum. Objective 3.1 is further delineated by the following two performance measures:

- (1) By September 30, 2017, the percentage of teachers receiving a performance classification of effective or highly effective will increase by 10% from the baseline (2013-14).
- (2) September 30, 2017, the percentage of building-level administrators receiving a performance classification of effective or highly effective will increase by 10% from the baseline (2013-14).

Objective 3.2 states that by September 30, 2017, data generated from the evaluation process will be used to identify professional development needs. Objective 3.2 is further delineated by the following performance measure:

- (1) By September 30, 2017, data generated from the evaluation process will be used to identify PD needs.

Research Questions

Objective 3.1: Human Capital Management System (HCMS)

- (1) What changes are occurring in the distribution of educators on the performance continuum over time?

Objective 3.1: Educator Evaluation System/Professional Development (ESS/PD)

- (2) What is the correlation between the ratings on the observation instruments and student achievement?

Objective 3.1: Overall REIL-TNG Program

- (3) What is the level of support amongst stakeholders for implementation of REIL-TNG?
- (4) To what extent have LEAs implemented effective stakeholder engagement & communication structures?
- (5) To what extent do state policies affect classroom observations?
- (6) Has the LEA initiated any other programs that could affect teaching or leadership in schools?

Objective 3.2: Educator Evaluation System/Professional Development (ESS/PD)

- (7) To what extent does the performance-based educator salary structure result in differential attrition over time?
- (8) To what extent do educators perceive the feedback received through the evaluation process as having an impact on professional/instructional practice?
- (9) To what extent does each LEA implement job-embedded, differentiated professional development and support systems for educators as intended?

Objective 3.2: Overall REIL-TNG Program

- (10) What is the level of support amongst stakeholders for implementation of REIL-TNG?
- (11) To what extent have LEAs implemented effective stakeholder engagement & communication structures?
- (12) Has the LEA initiated any other programs that could affect teaching or leadership in schools?

Evaluation Methods

Data Collection

To address the twelve research questions pertaining to Objectives 3.1 and 3.2, Basis will undertake the following data collection activities.

Educator and District-Level Administrative Records

In Years 1-5, as previously described, Basis will collect educators' evaluation data, REIL Scores, and various other educator and district-level HR data and documentation. These data will inform our analysis of: (a) the distribution of educators on the performance continuum; (b) the correlation between educators' supervisor ratings and value-added growth estimates; and (c) differential educator attrition over time.

Educator and District-Level Administrative Records; Governing Board Document Review Data; and Other District, MCESA, and State-Level Document Review Data

In Years 1-5, elements of the instruments and protocols comprising these data collection activities will be customized to address different aspects of staff and educator perception of the implementation and impact of the HCMS, ESS/PD and overall REIL-TNG program.

With regards to the HCMS and ESS/PD, these elements will focus on: (a) educator perception of the impact of evaluation feedback on professional/instructional practice; and

(b) LEA implementation of job-embedded, differentiated professional development and support systems for educators.

With regards to the overall REIL-TNG program, these elements will address the influence of the ESS/PD on staff and educator perception of: (a) the level of support amongst stakeholders for overall program implementation; (b) LEA stakeholder engagement and communication structures; (c) changes in classroom practice; and (d) other LEA-initiated programs affecting teaching and leadership in REIL-TNG schools.

Data Analysis

To answer the twelve research questions pertaining to Objectives 3.1 and 3.2, Basis will undertake the following data analyses. We have organized these analyses into two strands: Educator Perception of Program Implementation and Impact; and Program Impact and Validation.

Educator Perception of Program Implementation and Impact (Research Questions 3, 4, 5, 6, 8, 9, 10, 11, and 12)

In Years 1-5, Basis will investigate staff and educator perception of the implementation and impact of a sustainable, comprehensive program of performance-based evaluation and support (HCMS and ESS/PD).

We will initially investigate staff and educator perception of the overall REIL-TNG program as it relates to the implementation of the ESS/PD. First, we will analyze staff and educator survey feedback to determine the extent to which stakeholder support for the overall REIL-TNG program has been influenced by the implementation and impact of the ESS/PD [RQ3, RQ10]. Second, we will examine educator perception of LEA efforts to implement effective stakeholder engagement and communication structures around educator performance classifications and the use of classifications within the new salary structure [RQ4, RQ11]. Third, we will study both perception and document review data to identify any state policies governing classroom observations or LEA-initiated programs that might influence educators' placement on the REIL-TNG performance continuum or their professional development needs [RQ5, RQ6, and RQ12].

We will then analyze staff and educator interview and survey data to discern the perceived impact of the program's performance-based evaluation and support. Specifically, we will gauge teacher and administrator perception of the extent to which feedback from the evaluation process has impacted their practice, with particular attention committed to the timing, settings, and evaluators associated with that feedback [RQ8]. We will also examine staff and educator perception of the extent to which REIL-TNG districts have implemented job-embedded, differentiated professional development and support systems for educators [RQ8]. The latter analysis will be invigorated by a review of district and MCEA documentation pertaining to these professional development and support systems, as well as a descriptive quantitative analysis of educators' actual participation in professional development.

In addition, Basis will produce White Papers in years 3-5 describing promising practices in the REIL-TNG.

Program Impact and Validation
(Research Questions 1, 2, and 7)

In Years 3-5, Basis will investigate three additional outcomes associated with the HCMS and its ESS/PD component.

The first outcome relates to changes over time in the distribution of educators on the REIL-TNG performance continuum underpinning the HCMS [RQ1]. To identify these changes, we will produce both cross-sectional and longitudinal descriptive statistics on the distribution of educators based on their respective REIL Scores. These analyses will be conducted by and across personnel types both within and across REIL-TNG districts.

The second outcome relates to instrument validity, as measured by the correlation between educators' supervisor ratings on the observation instruments and value-added growth estimates [RQ2]. For each observation instrument, we will examine the distribution of educators' value-added growth estimates by their respective performance classifications along the REIL-TNG performance continuum. We will then compare this variation across instruments to highlight within-classification variability in value-added performance given differences in instrument validity.

The third outcome relates to the extent to which the performance-based educator salary structure results over time in differential educator attrition [RQ7]. Specifically, we will calculate descriptive statistics on the distribution of attrition rates by performance classifications. The objective will be to reveal any systematic patterns in attrition associated with the performance designations received by educators.

In addition, the REIL-TNG program's progress will be benchmarked in Years 3-5 against Objectives 3.1 and 3.2 and their respective performance measures.

Master Task Activity Plan

	Milestones	Deliverables	Timeline
YEAR 1	Collect assessment and administrative data from REIL DMS and district-level finance and operational data	(none)	Jan., Apr., & Sept. 2013
	Conduct feasibility study (included in annual report)*	Report on feasibility study	Feb.-May 2013
	Draft: <ul style="list-style-type: none"> • Interview questions • Principal and teacher survey items • Document review protocol 	Copies of questionnaires, survey items, and protocols	Feb. 2013
	Collect and code: <ul style="list-style-type: none"> • Governing board minutes • Educator-level administrative records (including Human Resource documents) 	(none)	Mar. 2013
	Collect educator evaluation data from REIL DMS (including co-observation data)	(none)	Apr. 2013
	Administer principal and teacher surveys and conduct semi-structured interviews	(none)	Apr. 2013
	Analyze implementation data	(none)	May 2013
	Submit Year 1 Formative Assessment Report A; Year 1 Annual Report	Year 1 Formative Assessment Report A; Year 1 Annual Report	June 2013
	Revise: <ul style="list-style-type: none"> • Interview questions • Principal and teacher survey items • Document review protocol 	Copies of questionnaires, survey items, and protocols	Sept. 2013
	Submit Year 1 Formative Assessment Report B	Year 1 Formative Assessment Report B	Dec. 2013
YEAR 2	Collect assessment and demographic data from REIL DMS	(none)	Jan., Apr., & Sept. 2014
	Collect and code <ul style="list-style-type: none"> • Governing board minutes • Educator-level administrative records (including Human Resource documents) 	(none)	Mar. 2014
	Collect educator evaluation data from REIL DMS (including co-observation data)	(none)	Apr. 2014
	Administer principal and teacher surveys and conduct semi-structured interviews	(none)	Apr. 2014
	Analyze implementation data	(none)	May 2014
	Submit Year 2 Formative Assessment Report A; Year 2 Annual Report	Year 2 Formative Assessment Report A; Year 2 Annual Report	June 2014
	Revise: <ul style="list-style-type: none"> • Interview questions • Principal and teacher survey items • Document review protocol 	Copies of questionnaires, survey items, and protocols	Sept. 2014
	Submit Year 2 Formative Assessment Report B	Year 2 Formative Assessment Report B	Dec. 2014

YEAR 3	Collect assessment and demographic data from REIL DMS	(none)	Jan., Apr., & Sept. 2015
	Collect and code <ul style="list-style-type: none"> Governing board minutes Educator-level administrative records (including Human Resource documents) 	(none)	Mar. 2015
	Collect educator evaluation data from REIL DMS (including co-observation data)	(none)	Apr. 2015
	Administer principal and teacher surveys and conduct semi-structured interviews	(none)	Apr. 2015
	Analyze implementation data and program impact	(none)	May 2015
	Submit Year 3 Formative Assessment Report A; Year 3 Annual Report on Goals 1, 2, and 3	Year 3 Formative Assessment Report A; Year 3 Annual Report	June 2015
	Revise: <ul style="list-style-type: none"> Interview questions Principal and teacher survey items Document review protocol 	Copies of questionnaires, survey items, and protocols	Sept. 2015
	Submit White Paper 1 on Promising Practices	White Paper 1	Sept. 2015
	Submit Year 3 Formative Assessment Report B	Year 3 Formative Assessment Report B	Dec. 2015
YEAR 4	Collect assessment and demographic data from REIL DMS	(none)	Jan., Apr., & Sept. 2016
	Collect and code <ul style="list-style-type: none"> Governing board minutes Educator-level administrative records (including Human Resource documents) 	(none)	Mar. 2016
	Collect educator evaluation data from REIL DMS (including co-observation data)	(none)	Apr. 2016
	Administer principal and teacher surveys and conduct semi-structured interviews	(none)	Apr. 2016
	Analyze implementation data and program impact	(none)	May 2016
	Submit Year 4 Formative Assessment Report A; Year 4 Annual Report	Year 4 Formative Assessment Report A; Year 4 Annual Report	June 2016
	Revise: <ul style="list-style-type: none"> Interview questions Principal and teacher survey items Document review protocol 	Copies of questionnaires, survey items, and protocols	Sept. 2016
	Submit White Paper 2 on Promising Practices	White Paper 2	Sept. 2016
	Submit Year 4 Formative Assessment Report B	Year 4 Formative Assessment Report B	Dec. 2016

YEAR 5	Collect assessment and demographic data from REIL DMS	(none)	Jan. & Apr. 2017
	Collect and code <ul style="list-style-type: none"> • Governing board minutes • Educator-level administrative records (including Human Resource documents) 	(none)	Mar. 2017
	Collect educator evaluation data from REIL DMS	(none)	Apr. 2017
	Administer principal and teacher surveys and conduct site semi-structured interviews	(none)	Apr. 2017
	Analyze program impact	(none)	May 2017
	Submit White Paper 3 on Promising Practices	White Paper 3	June 2017
	Submit Year 5 Formative Assessment Report; Year 5 Annual Report; and Comprehensive Evaluation Report	Year 5 Formative Assessment Report A; Year 5 Annual Report; Comprehensive Evaluation Report	June 2017

*Only relates to Goal 1

References

1. COMPANY NAME: DeVos Family Foundations
ADDRESS: PO Box 230257, Grand Rapids, MI 49523
CONTACT PERSON: Dr. Edwin Hernandez
TELEPHONE: 616-292-3099
E-MAIL ADDRESS: edwinh@dvinfos.org
2. COMPANY NAME: Grand Rapids Public Schools
ADDRESS: 1331 Franklin SE, Grand Rapids, MI 49506
CONTACT PERSON: Dr. Walter DeBoer
TELEPHONE: 616-819-2091
E-MAIL ADDRESS: deboerW@grps.k12.mi.us
3. COMPANY NAME: American Institutes for Research
ADDRESS: 1000 Thomas Jefferson Street NW
CONTACT PERSON: Dr. Dean Gerdeman
TELEPHONE: 202-403-6223
E-MAIL ADDRESS: dgerdeman@air.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: Walton Family Foundation
ADDRESS: P.O. Box 2030 Bentonville, AR 72712
CONTACT PERSON: Dr. Marc Holley
TELEPHONE: 479-464-1589
E-MAIL ADDRESS: mholley@wffmail.com

Qualifications

Basis Policy Research (Basis) is an independent research firm with offices in Raleigh, North Carolina and Grand Rapids, Michigan. We specialize in applied research in K-12 education and serve school districts, state departments of education, foundations, non-profits, and private companies throughout the United States.

By virtue of our work with these partners, and our prior experience in related research endeavors, Basis is uniquely positioned to assist MCESA and its partners in their implementation and refinement of the REIL-TNG program. Below are brief descriptions of some of the recent projects led by Basis researchers.

- Study using value-added analyses to measure Catholic school effectiveness for the Walton Family Foundation's School Quality Matrix Project;
- Evaluation of the Ohio Department of Education's School Improvement Grant (SIG) program;
- Investigation of value-added methods for measuring teacher effectiveness for the U.S. Department of Education's Midwest Regional Education Lab;
- 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;
- Evaluation of the Believe to Become after-school and summer learning programs for the Douglas and Maria DeVos Foundation;
- 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; 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-TNG program will receive sound, actionable research from highly-collaborative and multi-disciplinary teams of scholars and analysts.

Our managing partners will be actively engaged in all aspects of these task orders. Additionally, one or more Basis researchers will be assigned to each task order and 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 the Basis managing partners and researchers assigned to this task order follow below. Short-form resumes complete this section.

Managing Partners

David Stuit focuses on delivering quantitative research solutions to Basis clients. David has served as the Director of Business Intelligence for a leading education management organization, a researcher with the National Center on School Choice and the Education Commission of the States, and a classroom teacher in Denver, CO. In addition to a PhD from Vanderbilt University, David holds a master's degree from the University of Colorado and a bachelor's from Hope College.

Jeff Springer conducts quantitative and mixed-methods research for our clientele with an emphasis on data management and statistical programming. Jeff previously worked in venture capital, strategic consulting, buy-side asset management, and investment banking. Presently completing a PhD at Vanderbilt University, he holds an MBA from Vanderbilt's Owen Graduate School of Management and a BA in politics from Princeton University.

Associates

Keke Liu concentrates on data management and statistical modeling while conducting quantitative analysis for Basis clients. Keke earned her PhD at Vanderbilt University's Peabody College, where she worked on multiple research projects in school finance, accountability systems, school choice, and teacher labor markets. She also holds a master's degree in the economics of education and a bachelor's degree in economics from Beijing Normal University in China.

Claire Graves serves Basis clients through project management and research activities. Previously, Claire worked as a Policy Analyst for the Texas Senate Education Committee, and while studying for her Master of Public Policy degree at Vanderbilt University, contributed to research projects on topics including teacher evaluation and school turnaround. She received a bachelor's from the University of Mississippi and has a particular interest in rural schools and communities.

David A. Stuit
Basis Policy Research
206 Grandville Ave., Suite 370
Grand Rapids, MI 49503
1.866.542.7908 | 616.821.5811
dastuit@basispolicyresearch.com

Professional Experience

- 2009 – Present Managing Partner. Basis Policy Research, LLC . Grand Rapids, MI.
- 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

- 2012 – Present Co-Principal Investigator. Evaluation of Ohio’s School Improvement Grant Program. Ohio Department of Education.
- 2011 – Present Principal Investigator. Implications of Assessments on Teachers’ Value-Added Estimates. U.S. Department of Education’s Midwest Regional Education Lab.
- 2011 – Present Principal Investigator. Study of Private School Participation in School Choice Programs.
- 2011 – 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.

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.

Jeffrey A. Springer
Basis Policy Research, LLC
9650 Strickland Rd, Ste. 103 - 296
Raleigh, North Carolina
1.866.542.7908 | 615.521.0641
jaspringer@basispolicyresearch.com

Recent Work Experience

- 2009 – Present Managing Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2007 – 2010 Research Associate. Management, Analysis & Planning, Inc. Nashville, Tennessee.
- 2005 – 2011 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 Investigator. Rewarding Excellence in Instruction and Leadership (REIL) Planning and Implementation Grants. Maricopa County, Arizona.
- 2009 – Present Investigator. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 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.
- 2006 – 2011 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.

Education

- 2005 – Present Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. (expected 2012). 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.

Keke Liu
Basis Policy Research, LLC
9650 Strickland Rd, Ste. 103 - 296
Raleigh, North Carolina
1.866.542.7908 | 317.910.1296
kliu@basispolicyresearch.com

Recent Work Experience

- 2012 – Present Research Associate. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2010 – 2011 Researcher. Basis Policy Research, LLC. Raleigh, North Carolina;
The National Center on School Choice, Vanderbilt University, Nashville, Tennessee.
- 2002 – 2010 Graduate Research Assistant. Vanderbilt University. Nashville, Tennessee.
- 1999 – 2002 Graduate Research Assistant. Beijing Normal University. Beijing, China.

Select Recent Research Activities

- 2011 – Present Research Associate. Rewarding Excellence in Instruction and Leadership (REIL) Planning and Implementation Grants. Maricopa County, Arizona.
- 2011 – Present Research Associate. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 2011 – Present Research Associate. School Turnaround and Closure Rate in Walton Family Foundation's Demonstration Cities. Walton Family Foundation.
- 2005 – 2010 Research Assistant. Project on Magnet Schools, Peer Effects, and Student Achievement. Vanderbilt University.
- 2005 – 2007 Co-Investigator. Project on the Impact of School Finance Litigation on Resource Distribution: Comparing Court-Mandated Equity and Adequacy Reform. Vanderbilt University.
- 2004 – 2005 Research Assistant. Project on Tennessee Public Schools' Responses to NCLB. Vanderbilt University.
- 2002 – 2004 Research Assistant. Project on Teacher Labor Market. Vanderbilt University.

Education

- 2002 – 2011 Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. Major Field: Leadership and Education Policy.
- 1999 – 2002 Beijing Normal University, Department of Economics, Beijing, China.
M.A. Major Field: Economics of Education and School Finance.
- 1995 – 1999 Beijing Normal University, Beijing, China.
B.A. Major Field: Economics and Management.

Claire E. Graves
Basis Policy Research
9650 Strickland Rd, Ste. 103 - 296
Raleigh, North Carolina
662.285.7054
cegraves@basispolicyresearch.com

Professional Experience

- 2012 – Present Research Associate. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2012 Policy Analyst. Texas State Senate Education Committee. Austin, Texas.
- 2011 – 2012 Graduate Research Assistant. Tennessee Consortium on Research, Evaluation, and Development, Vanderbilt University. Nashville, Tennessee.
- 2011 Graduate Research Assistant. Department of Leadership, Policy, and Organizations. Vanderbilt University. Nashville, Tennessee.
- 2010-2011 Graduate Research Assistant. Special Education Department, Vanderbilt University. Nashville, Tennessee.

Select Research Activities

- 2011 – 2012 Research Assistant. Tennessee Educator Evaluation Study. Vanderbilt University.
- 2011 – 2012 Research Assistant. Study of Tennessee’s Achievement School District. Vanderbilt University.
- 2010-2011 Research Assistant. Improving Understanding of Fractions among Students with Mathematical Learning Difficulties. Vanderbilt University.

Education

- 2012 M.P.P., Vanderbilt University, Nashville, TN. Major Field: Education Policy.
- 2010 B.B.A. University of Mississippi, Oxford, MS. Major Field: Marketing Communications. Degree awarded with honors.

Budget

Task Order Program Evaluation TIF4 Teacher Incentive Fund Grant	David Stuit Managing Partner	Jeff Springer Managing Partner	Keke Liu Senior Associate	Claire Graves Associate	Task Order Totals										
TOTAL BUDGET															
February 1, 2013 - June 30, 2018															
Hourly Rate	\$144	\$144	\$86	\$72	\$113										
Hours Committed	300	1,000	300	775	2,375										
Service Costs	\$43,125	\$143,750	\$25,875	\$55,703	\$268,453										
Travel Expenses	\$5,241	\$10,481	\$5,241	\$10,481	\$31,444										
Total Costs	\$48,366	\$154,231	\$31,116	\$66,184	\$299,897										
<table border="1"> <tr> <td>Blended Hourly Rate</td> <td>\$113</td> </tr> <tr> <td>Total Hours Committed</td> <td>2,375</td> </tr> <tr> <td>Total Service Costs</td> <td>\$268,453</td> </tr> <tr> <td>Total Travel Expenses</td> <td>\$31,444</td> </tr> <tr> <td>Gross Task Order Costs</td> <td>\$299,897</td> </tr> </table>					Blended Hourly Rate	\$113	Total Hours Committed	2,375	Total Service Costs	\$268,453	Total Travel Expenses	\$31,444	Gross Task Order Costs	\$299,897	
Blended Hourly Rate	\$113														
Total Hours Committed	2,375														
Total Service Costs	\$268,453														
Total Travel Expenses	\$31,444														
Gross Task Order Costs	\$299,897														