



American Recovery and Reinvestment Act



121

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Paul K. Leather
Deputy Commissioner
Tel. 603-271-3801

October 4, 2012

His Excellency Governor John H. Lynch
and the Honorable Council
State House
Concord, New Hampshire 03301

Sole Source
49% General Funds
44% Federal Funds
7% Teacher Credential Funds
ARRA Funds

REQUESTED ACTION

1. Authorize the Department of Education to amend the sole source contract with The National Center for the Improvement of Educational Assessment, Inc., Dover, NH (vendor code 158509), to provide technical assistance for the New Hampshire state assessment and accountability systems by increasing the total amount by \$120,000.00. The original contract was approved by Governor and Council on July 11, 2012 (item #90). This amended contract will be in effect from the date of Governor and Council approval through June 30, 2013, in an amount not to exceed \$284,120.00. Source of funds is 49% State Funds, 44% Federal Funds and 7% Other Funds.

Funding for this request is available as follows:

Account Numbers

06-56-56-562010-64220000-102 (object code 500731)	FY13: \$ 44,120.00
06-56-56-562020-32600000-612 (object code 500942)	FY13: \$140,000.00
06-56-56-564510-62040000-073 (object code 500578)	FY 13: \$ 20,000.00
06-56-56-563010-11310000-072 (object code 502625)	FY 13: \$ 50,000.00
06-56-56-569910-08100000-072 (object code 502625)	FY 13: \$ 30,000.00

2. Subject to Governor and Council approval, authorize the Department of Education to exercise a renewal option on this contract for up to one additional fiscal year, subject to the contractor's acceptable performance of the terms therein and pending legislative approval of the next biennium budget.

His Excellency Governor John H. Lynch
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October 4, 2012
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EXPLANATION

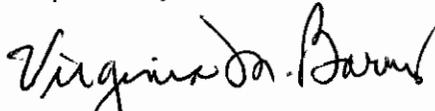
The Department of Education would like to amend the contract with The National Center for the Improvement of Educational Assessment to include the following additional responsibilities which are further detailed in Exhibit A, Scope of Services:

- Support the management of the New England Common Assessment System (NECAP) and coordinate the transition to the Smarter Balanced Assessment Consortium;
- Support the implementation of the new Accountability System; and
- Provide technical assistance to SIG schools and first year pilot districts on the implementation of their Educator Evaluation Systems.

The Center has been providing support to the department in various areas for some time and has done a remarkable job in all areas. We have the utmost confidence in their ability to accomplish these additional tasks.

Because this contract fulfills both state and federal assessment and accountability requirements, the costs are shared between federal, state and other funds.

Respectfully submitted,



Virginia M. Barry, Ph.D.
Commissioner of Education

VMB:dc:emr

**AMENDMENT TO
PROFESSIONAL SERVICES CONTRACT**

Now come the New Hampshire Department of Education, Commissioner's Office, hereinafter "the Agency," and the National Center for the Improvement of Educational Assessment, hereinafter "the Contractor", and, pursuant to an agreement between the parties that was approved by Governor and Council on July 11, 2012 (Item # 90) hereby agree to modify same as follows:

1. Modify General Provision 1.8, Price Limitation of the P-37, to read as follows: \$284,120.00
2. Modify Exhibit A, Scope of Services, by adding additional responsibilities, thus increasing professional days
See attached
3. Modify Exhibit B, Budget, by adding \$120,000.00 and three additional Key Center Staff
See attached
4. Modify Limitation on Price by increasing the total budget of \$164,120 by \$120,000 such that the maximum amount to be expended during the fiscal year ending June 30, 2013, is \$284,120
5. All other provisions of the contract shall remain in effect.
6. This modification shall be effective on the date of approval by Governor and Council.

This modification of an existing agreement is hereby incorporated by reference to the existing agreement by the parties and must be attached to the said agreement.

IN WITNESS WHEREOF, the parties, hereto have set their hands as of the day and year first above written.

THE STATE OF NEW HAMPSHIRE
Department of Education
(Agency)
Commissioner's Office

By: Virginia M. Barry
Commissioner of Education

National Center for the Improvement of Educational Assessment, Inc.
Name of Corporation (Contractor)

By: Scott Marion Vice-President
Signature, Title

STATE OF New Hampshire
County of Stafford

On this the 3rd day of October 2011 before me, Erin Joyce, the undersigned officer, personally appeared Scott Marion who acknowledged himself/herself to be the of Center for Assessment corporation, and that he, as such Vice President, being authorized to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the corporation by himself/herself as Scott Marion, Vice President.

In witness whereof I hereto set my hand and official seal.

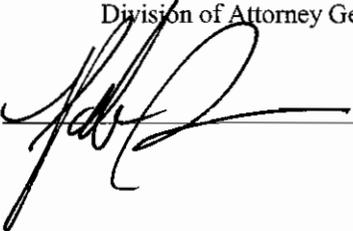
Erin Joyce
Notary Public Justice of the Peace

ERIN A. JOYCE, Notary Public
My Commission Expires November 28, 2012



Approved as to form, substance and execution by the Attorney General this 16 day of Oct, 2010 2

Division of Attorney General Office

By:  _____

Approved by the Governor and Council this _____ day of _____, 2010

By: _____

EXHIBIT A

SCOPE OF SERVICES

The National Center for the Improvement of Educational Assessment, Inc. will provide the following services to the New Hampshire Department of Education from the date of Governor and Council approval until June 30, 2013:

- Coordinating the New England Common Assessment Program
- Managing and organizing the New Hampshire Technical Advisory Committee
- Providing technical support – including design, validity evaluations, implementation support and documentation – of the New Hampshire Adequacy and the No Child Left Behind (including potential waiver application and/or the next reauthorization of ESEA) School Accountability Systems and support for New Hampshire's development of educator evaluation systems.

Coordinating the New England Common Assessment Program (NECAP)

The specific activities involved in coordinating the New England Common Assessment Program (NECAP) will focus on maintaining implementation of the full assessment systems and incorporating Maine into the collaborative. Having been involved in the NECAP assessment project since its inception, the Center possesses an in-depth understanding of this unique collaborative assessment project and is poised to play a continuing role in coordinating the working relationship across the three states. The Center's role in NECAP is focused on management support, coordinating the NECAP Technical Advisory Committee (TAC), technical support, and now assisting with the transition to the consortium-based assessments. Details of the NECAP work follows in Appendix A.

Amendment (additional responsibilities):

In addition to coordinating the NECAP work, the Center for Assessment will support NH DOE in managing the NECAP assessment program and helping to coordinate the transition to the Smarter Balanced Assessment Consortium. This will include working closely with other NH DOE professionals as well as communicating with local educational professionals and other stakeholders. Importantly, the consultant will also serve as a liaison between NHDOE and the State's assessment contractor. This component of the work will be led by Dr. Keith Burke, working under contract to the Center for Assessment.

The work related to the above tasks will require approximately forty (40) Center professional days.

New Hampshire's School Accountability System

Senate Bill 180, now incorporated into RSA 193:E, has dramatically changed the accountability landscape in New Hampshire. The law requires two main approaches to the adequacy accountability system: an "input" based system based on adherence to the NH School Approval Standards, and a "performance" system for schools that fail to meet the input based requirements.

The Center for Assessment has contributed significantly to the design of both systems. The input system is currently being piloted, and the performance-based system will release the first pilot results in June 2012. The Center is actively involved in calculating the Student Growth Percentile (SGP) quantities to be included in the model as well as serving as a technical consultant on the business rules as the model is developed. The Center will help ensure the quality control of the first public release of results and will assist in the preparation of documents and presentations designed to help local educators understand and use the results. Importantly, the Center will assist the NH DOE with the preparation and presentation of the report to the NH Legislature during the fall of 2012. In addition, the Center will conduct "knowledge transfer" trainings, so that the NH DOE (or designee) can learn to conduct SGP analyses "in-house" and not have to rely on the Center for this work.

Center staff will continue to assist in the full implementation of the Adequacy-based accountability system, including developing appropriate training materials, conducting limited validity analyses, and supporting knowledge transfer and necessary documentation.

A major effort that will occupy significant effort for the NH DOE and the Center for Assessment will be the development and submission of an application to the U.S. Department of Education (USED) to "waive" key provisions of the No Child Left Behind Act (NCLB). The Center has already assisted numerous states in submitting waiver applications. This will require significant time this summer (2012) during intense development, writing and meeting facilitation. The Center will serve as the lead technical consultant on this work.

Finally, the Center, along with its subcontractor, Universal Mind, successfully released the "Growth Model App" as a pilot to NH school districts. The Growth App is a unique data visualization tool that allows users to quickly understand complex quantities and use them to improve the quality of education in local schools and districts. The Center and NH DOE have discovered several enhancements that they and districts would like to see in a subsequent version of the App.

The work related to the above tasks will require approximately twenty (20) Center professional days.

Amendment (additional responsibilities):

The Center for Assessment will also provide support to NHDOE in the implementation of the new accountability system. This will entail ensuring the quality production of accountability system reports and leading the communication efforts with local districts and schools. The Center for Assessment will help ensure that data are maintained reliably; conduct data analysis as appropriate, monitors educational research; communicates information to local school districts; provides state, district, and school reports; and develops regulations, program advisories, and other documents necessary to support state and federal assessments and accountabilities. The majority of the work described in this paragraph will be carried out by the Center's contractor, Dr. Burke.

The work related to the above tasks will require approximately forty (40) Center professional days.

New Hampshire's Educator Accountability System

The Center is currently providing conceptual leadership and technical support to the NH Education Evaluation Task Force (Phase II) in the development of a proposed State Model Educator Evaluation System. While a draft model will be produced by the end of the summer of 2012, considerable technical support will be required as the state model and various district systems are implemented. The Center is a recognized leader in the emerging field of reformed approaches for educator evaluation.

The Center will assist the NH DOE in dealing with implementation and will guide the department in conducting validity and reliability analyses during the next two years in order to best refine the system. The Center will continue to work with the NH School Improvement Grant (SIG) schools as they implement their pilot systems next year and fully implement their operational systems.

The Center will continue attending, leading, and supporting all of the Phase II Task Force meetings and technical assistance meetings for SIG schools. The Center will take the lead on preparing all necessary design and guidance documents and work with the NH DOE in preparing regulatory language should the need exist.

These tasks will require approximately seventeen (17) professional days.

Amendment (additional responsibilities):

This will also include providing technical assistance to the SIG schools and other first year pilot districts on the implementation of their educator evaluation systems.

These tasks will require approximately thirty-seven (37) professional days.

**EXHIBIT B
BUDGET**

Component	Key Center Staff¹	Center Labor	Other direct costs	FY 2012-2013 Total
NECAP	CD	\$52,340		\$52,340
NECAP and SBAC Transition Support	KB, SM	\$60,000		\$60,000
New Hampshire Technical Advisory Committee	SM	\$9,900	\$20,000 ²	\$29,900
School Accountability	SM, DB, KB	\$62,400	\$20,880 ³	\$83,280
Educator Accountability	SM, JT, KH	\$58,050	\$550	\$58,600
Total Budget Request		\$242,690	\$41,430	\$284,120

Limitation on Price: Upon mutual agreement between the state contracting officer and the contractor, line items in this budget may be adjusted one to another, but in no case shall the total budget exceed the price limitation of \$284,120.

Funding Source: Funding for this contract is 49% State Funds, 44% Federal Funds and 7% Other Funds from the following accounts:

06-56-56-562010-64220000-102 (object code 500731) FY 13: \$ 44,120.00
 06-56-56-562020-32600000-612 (object code 500942) FY 13: \$140,000.00
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 06-56-56-569910-08100000-072 (object code 502625) FY 13: \$ 30,000.00

Method of Payment: Payment is to be made monthly on the basis of invoices which are supported by a summary of activities that have taken place in accordance with the terms of the contract, along with a detailed listing of expenses incurred. If otherwise correct and acceptable, payment will be made for 100% of the expenditures listed. Invoices and reports shall be submitted to:

Paul Leather
 Deputy Commissioner
 NH Department of Education
 101 Pleasant Street
 Concord, NH 03301

¹ DB=Damian Bctebenner; CD=Charlie DePascale, SM=Scott Marion, KB=Keith Burke, JT=Jeri Thompson, KH=Karin Hess

² Includes honoraria for TAC members, TAC members' travel, meeting costs, and lodging.

³ Includes \$25,000 for a sub-contractor to update Growth Model App and Center staff mileage to attend meetings.

Key Personnel

Scott Marion
Damian Betebenner
Charlie DePascale

Amendment/Additional Personnel:

Keith Burke
Karin Hess
Jeri Thompson

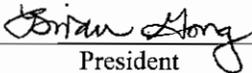
CERTIFICATE OF AUTHORITY

I, Brian Gong, President of The National Center for the Improvement of Educational Assessment, Inc. do hereby certify that:

- (1) I maintain and have custody of and am familiar with the seal and minute books of the corporation;
- (2) I am authorized to issue certificates with respect to the contents of such books and to affix such seal to such certificate;
- (3) The following (is a)(are) true and complete cop (y)(ies) of the resolution(s) adopted by the board of directors of the corporation at a meeting of that board on April 19, 1999, which meeting was held in accordance with the law of the state of incorporation and the by-laws of the corporation:
- (4) The following is a true and complete copy of a by-law adopted at a (shareholder)(organizational)meeting on September 11, 1998.
- (5) The foregoing resolution(s) and by-law are in full force and effect, unamended, as of the date hereof; and
- (6) The following person(s) lawfully occupy the offices indicated below:

Brian Gong	President
Scott Marion	Vice President
Richard Hill	Treasurer

IN WITNESS WHEREOF, I have hereunto set my hand as the President of the Corporation this 29th day of April 2011.



President

(Corporate Seal if any)

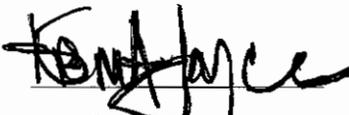
(If the corporation has no seal, the Clerk/Secretary shall acknowledge the certificate before an authorized officer below)

STATE OF NEW HAMPSHIRE

COUNTY OF Strafford

On October 11, 2012 before the undersigned officer personally appeared the person identified in the foregoing certificate, known to me (or satisfactorily proven) to be the President of the corporation identified in the foregoing certificate, and acknowledge that (s)he executed the foregoing certificate.

In witness whereof I hereunto set my hand and official seal.



Notary Public
My Commission Expires November 28, 2012



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/11/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Services, Inc of Florida 1001 Brickell Bay Drive, Suite #1100 Miami, FL 33131-4937	CONTACT NAME: Aon Risk Services, Inc of Florida
	PHONE (A/C, No, Ext): 800-743-8130 FAX (A/C, No): 800-522-7514 EMAIL ADDRESS: ADP.COI.Center@Aon.com
INSURER(S) AFFORDING COVERAGE	
INSURER A : New Hampshire Ins Co	NAIC # 23841
INSURED ADP TotalSource FL XVII, Inc. 10200 Sunset Drive Miami, FL 33173 ALTERNATE EMPLOYER NCIEA, Inc 31 Mount Vernon Street Dover, NH 03820	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 462384 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. LIMITS SHOWN ARE AS REQUESTED.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEC RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WC 038087780 NH	07/01/12	07/01/13	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
All worksite employees working for the above named client company, paid under ADP TOTALSOURCE, INC.'s payroll, are covered under the above stated policy. The above named client is an alternate employer under this policy

CERTIFICATE HOLDER

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Aon Risk Services, Inc of Florida

KEITH R. BURKE

Box 305
Hancock, NH 03449

RESUME

Experience

2000 – Present Data Retrieval Systems Group (DRSG, LLC)
Hancock, NH

Partner - Educational Consulting

1998 - 2007 Contoocook Valley School District
Peterborough, NH

Superintendent

1991 - 1998 SAU #1 Contoocook Valley School District
Peterborough, NH

Assistant Superintendent.

1988 -1991 SAU #47 Conval and Jaffrey-Rindge School
Districts

Assistant Superintendent

1978 - 1988 Conant High School Jaffrey, NH

Principal

1973 - 1978 Conant High School Jaffrey, NH

Instructional Coordinator –Science and Mathematics

1975 - 1978 Conant High School Jaffrey, NH

Athletic Director

1971 - 1973 Conant High School Jaffrey, NH

Teacher - Mathematics and Science

1970 - 1971 Champlain Valley Union HS Hinesburg, VT

Teacher - Science (Intern)

Military

US Army Reserve and NH Army National Guard

1996 - Retired - Major

Comptroller - NH Army National Guard NH State HQ

Deputy Commandant - NH Military Academy

Chief - Administrative Services NH State HQ

Adjutant - Troop Command

Commander - 114th Public Affairs Detachment

Press Officer - 114th Public Affairs Detachment

Commander - B Co. 181 Infantry

Executive Officer - B Co. 181 Infantry

Other

Cooperating Fellow – National Center for Education Statistics (NCES)

Served on NH State committees for assessment and accountability for more than 30 years.

Chairman - Board of Directors Local Government Center

Vice Chairman/ Chairman of Finance and Investments - NH Municipal Association Health Insurance Trust

Incorporator - Monadnock Family Services

Chairman - Accreditation Committee – New England Association of Schools and Colleges

As a partner in DRSG, LLC

Although services for each client district differ, the following describe the general range and scope of some consulting services that I have provided through DRSG, LLC.

Using Business Intelligence techniques, from high-level dashboards, to custom reports, to advanced analyses that help districts to:

Make better decisions through better insight from their data;

Make more informed decisions by providing timely, relevant, and accurate answers to their business questions;

Use business intelligence software to promote educational accountability and academic achievement, manage students from initial enrollment to post-graduation, and analyze institutional data in a cost-effective manner;

Use progress and performance data from students, teachers, schools, and districts to develop effective strategies for the No Child Left Behind Act;

Provide parents, students, educators, and researchers easy access to statistical data on the performance of any student, department, or district

Program Analysis

Budget Projections and Analysis

Assessment and Data Analysis

Trend Analysis & Multiyear Projections

Demographic Analysis and Enrollment Projections

As Superintendent of SAU #1:

- **Administers all state and district assessments.**
- **Developed a system to report achievement data for students, schools, and the district. This information was used to assist schools in refining instructional practices and curriculum and gave families valuable information about how well their child is doing and where additional help might be needed.**
- **Develop programs to assist parents and teachers in their efforts to provide educational support to individual students.**
- **Provided as much individual student performance information as was available within the constraints of the assessment system's item bank.**
- **Provided to the district schools:**
 - **(a) Information on classroom-based and other assessments that may provide additional achievement information for individual students;**
 - **(b) A collection of diagnostic tools that educators may use to evaluate the academic status of individual students. The tools were designed to be inexpensive, easily administered, and quickly and easily scored, with results provided in a format that may be easily shared with parents and students.**
- **Lead efforts to integrate knowledge and skill areas in development of the assessments.**
- **Developed, and sought out, assessments that are directly related to the essential academic learning requirements, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender.**
- **Developed methods to address the unique needs of special education students when developing the assessments under this section.**
- **Developed methods to address the unique needs of highly capable students**

when developing the assessments for the district.

- Served as Chief School Executive, provided the development and maintenance of a positive educational program designed to meet the needs of the community.
- Supervised the implementation of all laws, regulations, and Board policies.
- Devised such rules and gave such instructions to school employees and students as may be necessary to implement Board policy.
- Formulated school objectives, policies, plans, and programs; prepared and presented facts and explanations necessary to assist the Board in its duty of legislation for the schools.
- Conducted periodic audits of the total school program, and advised the Board on recommendations for the educational advancement of the schools.
- Recommended to the Board, for its adoption, all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.
- Supervised the timely revisions of all curriculum guides and courses of study.
- Secured and nominated for employment the best qualified and most competent teachers and supervisory and administrative personnel.
- Held such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.
- Supervised methods of teaching and administration in effect in the schools.
- Responsible for the overall financial planning of the district and preparation and submission of the annual budget to the Board for review and approval. Current budget is in excess of 40 million dollars.
- Established and maintained efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.

- Responsible for maintaining adequate records for the schools, including a system of financial accounts; business and property records; personnel, school population, and scholastic records. Acted as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- Represented the district in its dealings with other school systems, institutions, agencies, and community organizations.
- Represented the schools before the public and maintained, through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed as to the activities, needs, and successes of the schools.
- Work with the school board in the development or revision of policies to ensure compliance with federal and state laws and regulations applicable to the Special Education.
- Assume a leadership role in the efforts of the district's and community's Crisis Intervention Team and implement the established Board policy and procedures as necessary.
- Oversee the implementation of state and federal laws and procedures dealing with homeless, migrant, truant and other students with special needs.
- Exercise general supervision over the student identification, pre-referral, referral, and evaluation process.
- Established and maintained a program of public relations to keep the public well-informed of the activities and needs of the school district affecting a wholesome and cooperative working relationship between the schools and the community.
- Supervised, compiled, evaluated, and approved all state and federal grants for the district.
- Acted as School Board's Hearing officer in matters related to student discipline.
- Responsible for the development, implementation and supervision of the ESOL Program.
- Coordinated the district's Title I Reading Recovery Program.
- Supervised the district Teacher Mentor Program.

- Proposed changes to school board policies in matters related to students, curriculum instruction and professional development.
- Responsible for development of district multi-year professional development and technology plans.

As Assistant Superintendent SAU #1 and SAU #47:

- Determined types of programs needed by the schools and made appropriate recommendations.
- Reported on the status of district programs and services at the request of the Superintendent.
- Prepared drafts of needed Board policies and administrative rules for the Superintendent's review and action.
- Played a significant leadership role in curriculum planning and in-service education for the professional staff.
- Served upon assignment by the Superintendent as a resource person to all principals in the district.
- Interpreted the programs, philosophy, and policies of the district to staff, students, and the community at large.
- Maintained liaison with social, professional, civic, volunteer, and other community agencies and groups having an interest in the schools.
- Established necessary procedures for referral and cooperative planning with other agencies, both local and state, that provide services to children.
- Communicated to the Superintendent the requirements and needs of the district as perceived by staff members.
- Recommended and assisted in the recruitment of special services personnel.
- Provided supervision and oversight of the district's Special Education program and services.
- Prepared state reports and claims as required.

- Determined the transportation needs of the Special Education services.
- Played a significant leadership role in fostering professional growth and building of staff morale throughout the district.
- Supervised the management of the financial affairs of the schools.
- Assumed responsibility for budget development and long-range financial planning.
- Established and supervised a program of accounting to record, in detail, all money and credit transactions.
- Supervised all accounting operations.
- Supervised the collection, safekeeping and distribution of all funds.
- Managed the district's real estate and insurance programs.
- Supervised the district's supporting services, including property services, transportation, purchasing, food services, and business services.
- Developed a facility expansion program and supervised plan construction.
- Supervised and successfully completed thirteen (13) building projects for the district.
- Developed and administered a budget control system for the district.
- Acted as adviser to the Superintendent on all questions relating to the business and financial affairs of the district
- Responsible for recruiting, hiring, training, supervising, and evaluating all clerical, financial and support staff personnel.
- Arranged for the internal auditing of school accounts.
- Interpreted the financial concerns of the district to the community.

As Principal of Conant High School:

- Provided leadership in the development, determination of appropriateness, and monitoring of the instructional program.
- Scheduled classes within established guidelines to meet student needs.
- Provided school leadership in the development, revision, and evaluation of the curriculum.
- ***Supervised the Special Education program to enhance individual student education and development, and facilitated all Special Education Team meetings.***
- Maintained high standards of student conduct and enforced discipline as necessary, according to due process rights of students.
- Established guides for proper student conduct and maintained student discipline.
- Attended special events held to recognize student achievement, and attended school-sponsored activities, functions, and athletic events.
- Maintained and controlled the various local funds generated by student activities.
- Supervised the maintenance of accurate records on the progress and attendance of students.
- Assumed the responsibility for the attendance, conduct, and maintenance of health of students.
- Supervised all professional, paraprofessional, administrative, and support personnel attached to the school.
- Recruited, screened, trained, assigned and evaluated the school's professional staff.

Education

1971	St. Michael's College	Winooski, VT
	M.Ed - Curriculum and Instruction	
1970	Norwich University	Northfield, VT
	BS - Education	

Professional Organizations and Affiliations:

- New Hampshire School Administrator's Association -- Vice President
- National Center for Educational Statistics -- Cooperative Fellow
- North West Evaluation Association
- Association for Supervision and Curriculum Development
- New England School Development Council
- National School Public Relations Association
- Southwest Regional School Administrator's Association

Community

- Peterborough Rotary -- Chairman, Charitable Trust
- Peterborough Chamber of Commerce
- Selectmen's Advisory Committee

KARIN K. HESS, Ed. D.

PROFESSIONAL CERTIFICATIONS

Teaching Certificates (k-8) – Vermont, New Jersey, Pennsylvania

K-12 Administrative Certificates – Vermont Principal and New Jersey Supervisor

EDUCATION

2000 Ed. D. Educational Leadership & Policy Studies, University of Vermont, VT

1982 M.S. Gifted Education, College of New Rochelle, NY

1972 B.S. Elementary Education (K-8), East Stroudsburg University, PA

Minors: Mathematics & Sociology

PROFESSIONAL EXPERIENCE

2002 – Present: Senior Associate, National Center for the Improvement of Educational Assessment, Inc., Dover, NH www.nciea.org

1995 – 2002: Public School Administrator

Dir of Curriculum and Assessment K-12, Montpelier School District, VT

Principal, PreK-8, Waterbury-Duxbury School District, VT

Interim Principal, Main Street Middle School, Montpelier Sch Dist, VT

Director of Title 1 and Curriculum K-12, Addison NE Supervisory Union, VT

1993 – 1995: Professional Development and Curriculum Specialist, Vermont Institute for Science, Mathematics, & Technology, Randolph, VT (NSF funded)

1988 – 1992: Education Program Specialist and State Director of Gifted Education
N J State Dept. of Education, Trenton, NJ

1973 – 1988: Classroom Teacher (grades 3-8); and Teacher/Coordinator of Gifted Programs in NJ (grades 1-6)

PUBLICATIONS

Hess, K. & Bechard, S. (2012). Why should cognitive learning models be used as the foundation for designing next generation assessment systems? White paper for 2011 Third Invitational Research Symposium: Using Cognitive Learning Models to Inform the Development of Assessments for Students in Special Populations. Washington, D.C.: SRI International.

Hess, K. (April 2012). Using a research-based learning progression schema in the design of performance-based assessment tasks and interpretation of student progress. Paper presented at the AERA Annual meeting, Vancouver, BC.

Hess, K. (April 2012). Equitable assessment of special populations: The importance of learning progressions research for students with cognitive disabilities. Annual NCME Conference, Invited Diversity Panel Presentation, Vancouver, B.C.

Hess, K. (2011). It's time for more focus on educator involvement in developing and using learning progressions, in *Measurement: Interdisciplinary Research & Perspective*, 9:2-3, 152-154.

- Hess, K. (2012). Learning progressions in K-8 classrooms: How progress maps can influence classroom practice and perceptions and help teachers make more informed instructional decisions in support of struggling learners (Synthesis Report 87). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis87/SynthesisReport87.pdf>
- Hess, K. K., (Principal author) (2011). Content specifications with content mapping for the summative assessment of the *common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. State of Washington: Smarter Balanced Assessment Consortium.
- Hess, K. K., (Principal author & Ed.) (2011). *Learning Progressions Frameworks Designed for Use with the CCSS in English Language Arts K-12*. National Alternate Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment.
- Hess, K., Burdge, M., & Clayton, J. (2011). Challenges to developing alternate assessments. In M. Russell (Ed.). *Assessing students in the margins: Challenges, strategies, and techniques*. Charlotte, NC: Information Age Publishing.
- Hess, K. & Hervey, S. (2010). Tools for Examining Text Complexity, in *Local Assessment Toolkit*. Available [online]: www.nciea.org
- Hess, Karin K., (Principal author & Ed.) (2010). *Learning Progressions Frameworks Designed for Use with the CCSS in Mathematics K-12*. National Alternate Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment. Available [online]: www.nciea.org
- Burdge, M., Clayton, J., Denham, A., & Hess, K. (2010). Ensuring access: A 4 step process for accessing the general curriculum. In J. Kearns and H. Kleinert (Eds.). *Alternate assessment on alternate achievement standards: Academic content and meaningful outcomes*. Baltimore, MD: Paul H. Brookes.
- Hess, K. (February, 2010). Using learning progressions to monitor progress across grades: A science inquiry learning profile for PreK-4. In *Science & Children*, 47 (6), 57-61.
- Hess, K., Carlock, D., Jones, B., & Walkup, J. (2009). What exactly do “fewer, clearer, and higher standards” really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In *Hess’ Local Assessment Toolkit: Exploring Cognitive Rigor*. Available [online] http://www.nciea.org/cgi-bin/pubspage.cgi?sortby=pub_date
- Hess, K. (2009) Alignment study of North Dakota’s NDAA1 (AA-AAS)
- Hess, K. (Ed.) (2009) *Virgin Islands VITAL-A Educator Resource Guide* (AA-AAS)
- Hess, K. (2009) Alignment study of Puerto Rico’s (AA-AAS)
- Hess, K. (2009) Hess, K., Kurizaki, V. & Holt, L. *Reflections on tools and strategies used in the Hawai’i progress maps project: Lessons learned from learning progressions*. Tri-State Enhanced Assessment Grant: Atlanta, GA.
- Hess, K. (2008) “Teaching and assessing understanding of text structures across grades.” Available [online] http://www.nciea.org/publications/TextStructures_KH08.pdf
- Hess, K., McDivitt, P. & Fincher, M. (2008) “Who are those 2% students and how do we design items that provide greater access for them? Results from a pilot study with Georgia students.” Paper presented at the 2008 CCSSO National Conference on



- Student Assessment, Orlando, FL. Tri-State Enhanced Assessment Grant: Atlanta, GA. Available [online]
http://www.nciea.org/publications/CCSSO_KHPMMF08.pdf
- Hess, K. (2008) "Developing and using learning progressions as a schema for measuring progress." Paper presented at the 2008 CCSSO National Conference on Student Assessment, Orlando, FL. Tri-State Enhanced Assessment Grant: Atlanta, GA Available [online] http://www.nciea.org/publications/CCSSO2_KH08.pdf
- Perie, M., Hess, K., & Gong, B. (2008) "Writing performance level descriptors: Applying lessons learned from the general assessment to the 1% and 2% assessments." Available [online] http://www.nciea.org/publications/ALDs_BGKHMAMP08.pdf
- Hess, K. (2008) Alignment study of Mississippi's MAAECF (AA-AAS)
- Hess, K. (2008) "Science literacy profile for grades preK-4." Available [on line] http://www.nciea.org/publications/ScienceProfile_KH08.pdf
- Hess, K. (2007, 2008) Alignment studies of the District of Columbia's DC-CAS Alt
- Hess, K. (2007, 2008) Alignment studies of Rhode Island's RIAA (AA-AAS)
- Hess, K. (2006) "Exemplars for Rhode Island's Proficiency Based Graduation System/PBGR system" (support materials for developing and validating grades 9-12 local assessment systems)
- Hess, K. (2006) "Reading development and assessment of early literacy: A review of the literature," prepared for Utah Department of Education.
- MD Department of Education. (2006). Hess, K. (Ed. & facilitator). "Maryland's fine arts assessment limits, grades K-8." Author.
- RI Department of Education. (20005-2006). Hess, K. (Ed. & facilitator). "Rhode Island's grade span expectations in science, grades K-12" and "Rhode Island's grade span expectations in social studies, grades K-12" (co-developed with state education agency, teacher committees, higher education, and community groups)
- Hess, K. (2004 - 2006) "Applying Webb's depth-of-knowledge levels" - Reading, Writing, Mathematics, Science, Social Studies, Fine Arts (6 separate articles) Available [online] www.nciea.org
- Hess, K. (2005) "Test specifications for New England common assessment program/NECAP science assessment." VT, NH, and RI Departments of Education.
- NH and RI Departments of Education. (2005). Hess, K. (Ed. & facilitator). "New England common assessment program/NECAP grade span expectations in high school reading and writing." Author.
- Hess, K. (2005) Educational Development Center (Ed. & Project Director) *New England common assessment program (NECAP) support materials for English language arts (reading and writing) grades 3-8*. Available [online] www.necompact.org.
- Hess, K. & Biggam, S. (2004) "A discussion of text complexity, grades K-high school." Published by NH, RI, and VT Departments of Education as part of the New England Common Assessment Program (NECAP) Grade Level Expectations for Reading. Available [online] www.necompact.org or www.nciea.org.
- VT, NH, & RI Departments of Education. (2004). Hess, K. (Ed. & facilitator). "New England common assessment program/NECAP grade level expectations in mathematics, reading, and writing, grades 3-8" (co-developed with state education agencies and teacher committees). Author.

- VT, NH, and RI Departments of Education. (2004) Hess, K. (Ed). "Test specifications for NECAP reading assessment, grades 3-8" and "Test specifications for NECAP writing assessment, grades 3-8." Author.
- Hess, K. (2004) "Alignment study: A comparison of the PSAT reading test to New Hampshire, Rhode Island, and Vermont's high school grade expectations (GEs) for reading." (produced for VT, NH, and RI Departments of Education).
- Hess, K. (2004) "Alignment study: A comparison of the ACT reading test to Vermont's high school grade expectations (GEs) for reading" (produced for VT Department of Education).
- Maine Department of Education. (2004) Hess, K. (Ed. & facilitator). *Maine's exhibitions assessment project 2002-2004*. Author.
- Hess, K. – coauthor. (2001) Research Study: *Report on alternative education schools/programs in Vermont* (January 2001). Conducted as part of a University of Vermont educational research team analyzing alternative educational programs (K-12) in the state of Vermont. Study was mandated by the Vermont state legislature.
- Hess, K. (2000) *Beginning with the end in mind: A cross-case analysis of two elementary schools' experiences implementing Vermont's framework of standards and learning opportunities*. Unpublished doctoral dissertation, UVM.
- Clarke, J., Sanborn, S., Aiken, J., Cornell, N., Goodman, E., & Hess, K. (1998). *Real questions, real answers: Focusing teacher leadership on school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

EDUCATIONAL LEADERSHIP ACTIVITIES

- 2011-present Advisory Board Member for The New England Network for Personalization and Performance Assessment (NETWORK) Performance Assessment Review (PAR) Board (funded by an i3 grant)
- 2011-present Advisory Board Member for LEAAP (Longitudinal Examination of Alternate Assessment Progressions), project supported by the U.S. Department of Education Enhanced Assessment Grant.
- 2004-2007 Program Evaluator for Vermont Mathematics Partnership (VMP), An NSF-funded Vermont Institutes Program www.vermontinstitutes.org - [conducting classroom observations of mathematics teaching and learning, focus forums, and on-site interviews]
- 2005-2007 Facilitator/Expert Reviewer RI's Peer Review of High School Graduation Systems
- 1995 - 2002 Developer, Editor, and Assessment Consultant, *Science Exemplars*, science performance assessment publication with international distribution (www.exemplars.com)
- 1990-2002 Adjunct Instructor Graduate Education (College of New Rochelle, UVM, St. Michael's College)
- 1995 - 2004 Member of Vermont State Level Education Committees:
- Vermont Local Comprehensive Assessment System Validation Panel Member
 - Adequate Yearly Progress (AYP) Development Committee for VT's Accountability System
 - Statewide Science Assessment Content Committee (advisory group assisting with development of VT PASS Large-Scale Science assessment)
 - Vermont Advisory Boards – Vermont's Strategic Reading Initiative, Vermont's Early Literacy Task Force, and VT Reading First Literacy Coach

SELECTED PRESENTATIONS

- 2012 CCSSO: “Navigating the Common Core with Learning Progressions”
- 2012 CCSSO: “Why should cognitive learning models be the foundation for next generation assessments”?
- 2012 AERA: “Performance-based assessment: Something old, something new.” AERA Roundtable Discussion, Vancouver, BC.
- 2012 NCME: Invited Diversity Panel Presentation, Vancouver, B.C.
- 2011 CCSSO: “District and States Performance Assessment Initiatives Emphasizing Professional Development and Technical Quality” and “Ensuring the Success of All Learners In This New Educational Milieu – a Look At the Use of Response to Intervention (RTI) and Learning Progressions (LP)”
- 2010-2011 NYC Public Schools: “A New Lens for Examining Cognitive Rigor in Curriculum and Assessment,” “Developing and Field Testing Performance Assessments Aligned to the Common Core,” “Using Replacement Units as a Vehicle for Transition to the Common Core,” and “Developing Depth and Breadth of Vocabulary to Support Reading More Complex Texts.”
- 2010 ASES SCASS: “Identifying Learning Progressions in Common Standards for Alternate Assessments”
- 2010 CCSSO: “What Does Rigor Look Like? A New Lens for Examining Cognitive Rigor in Assessments & Curriculum”
- 2009 CCSSO: “Using state measures of student growth to inform local practice.” (based on CO’s longitudinal Growth Model)
- 2009 CCSSO: “Progress mapping for building teacher skills AND informing state assessment designs for struggling learners.” (based on HI’s Progress Maps EAG research project)
- 2009 CCSSO: “Scaling up the 2% assessment development: Applying lessons learned from field testing, cognitive labs, PLD writing, and teacher surveys” (based on GA’s EAG research project)
- 2008 “Standard Setting Strategies for Local Assessment Systems” (VT, RI, WY)
- 2008 “Tools and strategies for developing and using learning progressions.” Presentation at the FAST-SCASS meeting, Atlanta, GA 2/6/08. Available [online] www.nciea.org
- 2008 CCSSO: “Using learning progressions to define “good enough” performance for alternate assessment students. Available [online] http://www.nciea.org/publications/CCSSO_KH08.pdf
- 2007 “Developing and using learning progressions.” Presentation at the Hawaii Learning Progressions EAG Grant Team meeting, Oahu, HI, November 2007.
- 2007 & 2008 “Conducting cognitive labs: Research in large-scale reading assessment” (provided training for research project in reading assessment, applying Universal Design Principles, resulting in white paper with NCEO: Johnstone, C., Liu, K., Altman, J., & Thurlow, M., 2007). “Student think aloud reflections on comprehensible and readable assessment items: Perspectives on what does and does not make an item readable” (Technical Report 48). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. [online] available: <http://cehd.umn.edu/nceo/OnlinePubs/Tech48/TechReport48.pdf>
- 2007 “Conducting cognitive labs: Research in developing local mathematics and science interim assessment (ongoing research and development work in VT school districts, applying Universal Design Principles to locally-developed interim assessments)

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- 2007 Establishing standards-based systems for students with disabilities: Aligning general education and special education curriculum, instruction, and assessment (sponsored by University of Guam and NCEO for 6 Pacific Island Nations)
- 2006 Ready Interactive Lecture Series (RILS): “Formative assessment – Taking a closer look” (RILS sponsored by Center for Assessment and WestEd) www.nciea.org
- 2005-2006 “Rhode Island’s peer review process for high school graduation (multiple workshops – alignment, access and opportunity, Universal Design)
- 2006 “Applying Webb’s depth of-knowledge Levels to mathematics” (workshop for VT Mathematics Network Leaders, sponsored by VT Department of Education)
- 2006 CCSSO: “What does this test measure? - A closer look at cognitive processes elicited by test items.” Available [online] www.nciea.org
- 2005 “Conducting an alignment study in 4 content areas and ESL” (Protocols and facilitation of teacher groups, K-12, sponsored by KY Department of Education)
- 2005 Ready Interactive Lecture Series: “Vertically articulated content standards: Lessons learned” (RILS sponsored by Center for Assessment and WestEd) www.nciea.org
- 2004 “Establishing cognitive complexity and distribution of emphasis for test design” (for the KY Department of Education, using Webb’s Depth-of-Knowledge model)
- 2004 CCSSO: “Designing and prioritizing developmentally appropriate grade level expectations: Building in alignment from the beginning of the process” (New England Common Assessment Program/NECAP for reading, writing, and mathematics). Available [online] www.nciea.org

Jeraldine R. Thompson, Ed.D.

Pittsburgh, PA 15233

~email: jthompson@nceia.org ~

CURRENT POSITION

Associate, Center for Assessment

EDUCATION

- 2003 **Doctoral Degree**, Educational Leadership, NOVA Southeastern University
North Miami Beach, Florida
- 1999 **Master of Science**, School Administration, Western Maryland College
Westminster, Maryland
- 1996 **Master of Science**, Reading Specialist, McDaniel College (formerly Western Maryland
College); Westminster, Maryland
- 1992 **Elementary Education Certification**, McDaniel College (formerly Western Maryland
College); Westminster, Maryland
- 1981 **Bachelor of Science**, Major: Communication Disorders (speech pathology & audiology)
Radford University; Radford, Virginia

EXPERIENCES AND ACCOMPLISHMENTS

Current Educational Experiences:

**2010 – Present National Center for the Improvement of Educational Assessments
Associate**

- Provide guidance to state departments of education and districts on the development of assessments and assessment systems
- Provide professional development and on-going support on analyzing assessments for content validity and appropriate rigor
- Provide professional development on understanding the CCSS and text complexity

2005 – 2010 Independent Consultant

**Project Manager, Extended Learning Time: Component of the School Improvement Grant;
Pittsburgh Public Schools; Pittsburgh, PA**

- Design and detail work plan for the implementation of extended learning time at identified low performing high schools. Provide school-by-school schedule of offerings and options, including timing of offerings, days of the week, and relationship with activities and other out-of-school time activities. Identify staffing needs at each school and monitor the hiring of staff positions, including certification and position profiles. Establish student enrollment and accountability systems including attendance, grades, and credits. Revise and monitor budgets for each school including executing necessary purchases and payroll changes. Aligning the extended learning time program with state standards and district curriculum.

Curriculum and Assessment Consultant, Windsor Southeast Supervisory Union, VT, Mrs. Madelyn Burke

- Provide professional development and on-going support on the use of formative and summative assessments, rubrics, and the analysis of student work.
- Developed K-12 ELA curriculum, common assessments, and rubrics

Manchester Bidwell Corporation, Mr. Bill Strickland

- Created a concept paper for the Pittsburgh Oliver Program.
- Developed program and course curriculum.

Educational Research, The National Center for the Improvement of Educational Assessment, Dr. Karin Hess, Dr. Scott Marion

- Developed common science and social studies assessments for New York City Public Schools. Facilitated the teachers in developing assessments aligned to the Common Core State Standards and the New York Standards, along with ensuring cognitive rigor through the analysis of Webb's Depth of Knowledge.
- Served as an ELA content expert for WestEd's NAEP-SAT ELA Alignment Study, March 8-12, 2010. Examined assessment questions on NAEP and SAT to identify alignment to standards and cross-standards.
- Assisted in organizing, analyzing, and summarizing **Learning Progressions in Science for NAAC**. Facilitated the expert science panel in prioritizing the bigger ideas within the science standards and research necessary for all students to learn and be able to demonstrate understanding of at the elementary, middle, and high school level, as well as at grade spans within these levels. Anticipate facilitating work with master teachers in August to identify aligned curriculum topics and grade-appropriate materials, design curricular units for selected topics, modify texts, materials and instructional activities to ensure access by students with severe cognitive disabilities.
- Assisting in providing technical and professional development to support **Park County Schools, Wyoming, for Assessment Development/Refinement and Implementation**. This work involves meeting with administration to identify and review relevant district and school background information, including curriculum documents, current and draft assessments, and district-related initiatives. Professional development activities will be developed based on their current programs and practices. Assisted in the design of workshop materials, facilitating a 5-day summer institute with school staff.
- Assisting in providing technical and professional development to support **New York City Public Schools, NY, for Assessment Development/Refinement and Implementation**. This work involves meeting with administration to identify and review relevant district and school background information, including curriculum documents, current and draft assessments, and district-related initiatives. Professional development activities will be developed based on their current programs and practices. Assisted in the design of workshop materials, facilitating a 2-day summer institute with school staff.
- Assisted in organizing, analyzing, and summarizing data collected and recorded by teachers on **Learning Progressions in ELA and Mathematics for Hawaii Department of Education**. Teacher identified grade level benchmarks were analyzed against research to ensure appropriateness. This work also involved observing teachers in their classrooms to collect information on use of instructional strategies to support struggling learners, and consequently all learners.
- Analyzed **Maryland's Fine Arts Assessment Limits** (music, theatre, dance, and visual arts) for alignment to the English language Arts Voluntary State Curriculum Standards. This alignment included identifying the ELA standards, summarizing the responses from individuals regarding each assessment limit, and analyzing the findings.

Science Trainer, Exemplars, Inc., Dr. Ross Brewer

Provide national training on the use of science Exemplars as an assessment strategy.

Science Trainer, Carolina Biological, Ms. Cathy Yonnt

Provide national training on the use of Carolina Biological science program as an a teaching-learning resource.

Related Educational Experiences:

2005 – 2008

Rhode Island Department of Education, Dr. Sharon Lee

Serve as a cadre member for high school reform: curriculum and assessments
Team member for development of state standards (Grade Level and Grade Span Expectations) in science and social studies.

Adult Education, Mrs. Donna Chambers

Analyzed alignment of adult education program in Boston, MA to state and local standards.

2006-2007 Graduate Instructor, Rhode Island College, Providence, Rhode Island
ELED 641 – Administration of Reading Programs (graduate course).

1999-2000 Instructor, Mt. St. Mary's College, Emmitsburg, Maryland
ED-303 – Educational Assessment for the Elementary School (undergraduate).
MD 503 – Educational Assessment and Measurement (graduate).
Participated in the Accreditation process

1997-2000 Graduate Instructor, Western Maryland College, Westminster, Maryland.
RD 502 – Reading Assessment and Planning
RD 574 – Creative Teaching of Language Arts
Summer Reading Clinic Mentor/Supervisor

Times² Academy

Providence, Rhode Island 02908

Major Accomplishments:

Co-authored article entitled: *Complexity, Challenge and Creation in Curriculum Design* (anticipated publish date 2006); Co-presented information and findings at the Wessex Institute of Technology, Wessex, UK, June 12-14, 2006.

Co-authored article entitled: *A Not So Astonishing Hypothesis: U.S. Slippage in Math-Science Pre-College Education*, 2007.

Served on a state-wide committee with **RI Department of Education (RIDE)** and **The National Center for Assessment** to write and establish state Grade Level and Grade Span Expectations in the curriculum area of science and social studies.

Served as a consultant on a state-wide panel (**RIDE**) and **The National Center for Assessment** for reviewing **proficiency-based expectation documents for high school graduation requirements**. Provided technical assistance with the PBGR System for identified high schools throughout Rhode Island. Transfer of this consulting work, allowed Times² Academy's PBGR Assessment System to receive preliminary approval from the Commissioner's office.

Trained in the use of **AAAS Project 2061 Science Literacy Benchmarks** for the development of curriculum, lesson planning, and assessment development.

2005-June 2010 Director of Academics (K-12)

Duties: Academic and Instructional Program

- Develop long- and short-range instructional plans, goals, and objectives through a systematic process.
- Develop new programs or educational models to meet federal and state guidelines and/or for creating successful innovations.
- Evaluate the instructional program and makes recommendations to the Education Committee for desirable change.
- Supervise and assist in the development of grants.
- Instruct and guide the instructional deans on monitoring the implementing all instructional aspects and guidelines of the state standards and Academy curriculum.
- Provide direction and approval for the implementation of extra-curricular programs and co-curricular activities.
- Direct the K-12 schedule to meeting the academic and instructional needs based on current finances and/or instructional changes.



Curriculum Development

- Research and provide leadership for the development of grade level and content area curriculum to be aligned with state and national standards, grade span and grade level expectations, and AAAS's Project 2061.
- Work to ensure curricular alignment in all grade levels and content areas.
- Provide leadership in the establishment of on-going assessments in all content areas and monitors the results.
- Apply research and data to improve the content, sequence, and outcomes of the teaching/learning process.
- Evaluate and select instructional materials to meet student learning needs, including the use of technology in the teaching-learning process.
- Authorize the use of or the deletion of learning materials for school programs.
- Maintain a listing of recommended and approved texts and other teaching materials.
- Monitor the results of state assessments.

Supervision

- Assist with the recruitment and selection of administrative staff.
- Evaluate all academic staff, which may include non-tenured teachers and tenured teachers in the elementary and secondary divisions.
- Employ effective management practices that promote collegiality, teamwork, and collaborative decision-making among staff members.
- Provide effective two-way communication channel with staff, senior leadership and with the Board of Directors.
- Ensure that administrative personnel contribute to the attainment of the Academy's mission, goals and objectives.

Professional Development/Inservice

- Develop and deliver or provide guidance for effective staff development activities that address the curriculum guidelines, program evaluation outcomes, and input from teachers, instructional deans, and specialists.
- Evaluate staff development activities.
- Function as a liaison to RIDE to ensure that academic programs and curriculum is aligned with state mandates and shares information obtained with varied constituents.

Instructional Budget

- Compute budgets and cost estimates for academic needs and practice responsible fiscal control over assigned academic program budgets.

Policy, Procedures, and Data

- Assist in the development of policies and administrative regulations required by the Academy.
- Attend appropriate Board Committee meetings and prepare expected reports on the status of programs and services.
- Prepare regular reports needed for compliance with state regulations and national accreditation.
- Direct the preparation and revision of job descriptions, the classification of positions, and a recommended for competitive salary structures providing cost analysis of salary and wage adjustments for the budgeting process.

Times² Academy

Providence, Rhode Island 02908

2003 – 2005 Principal & K-12 Literacy Coordinator

Duties: Establish a charter elementary school as a cohesive feeder school to the existing middle and high charter school.

Begin the creation of elementary curriculum in all content areas to match Project 2061 Science Literacy Benchmarks and state and national standards and to provide professional development for teachers in developing cohesive units of study.

Develop school-based assessments matching the established curriculum and to provide professional development for teachers in the use of these assessments.

Assist with the analysis of the K-12 state assessments in English Language Arts and math and determine the needs of the school in order to ensure gains in student achievement.

Monitor the academic progress of students as they move from Kindergarten to grade 12, with a particular emphasis in reading and writing, in meeting standards and determining appropriate literacy interventions for struggling students.

Provide professional development for K-12 staff in current best practices in literacy.

Maintain high standards of student behavior and discipline.

Hire, supervise, and evaluate all assigned professional and support staff.

Major Accomplishments:

Assisted with the hiring of teaching personnel, administrative staff, reading specialist, and Title I assistants.

Established curriculum committees to examine standards and performance expectations in all content areas in the elementary grades.

Created a standards-based report card for students in grades Kindergarten through fifth grade.

Identified and purchased narrative and expository leveled texts for the purposes of teaching guided reading, genre studies, author studies, and integration with science, social studies, and math.

Created a quarterly literacy assessment plan for all elementary students in order to monitor student achievement. These assessments incorporated student knowledge of print-sound code, reading comprehension, purposes for writing, and language use and conventions in writing.

Collaboratively identified the curriculum indicators for the social studies content area in all elementary grades through a backward-mapping process in order to create a cohesive curriculum.

Created integrated performance-based assessments for each unit of study within the social studies and writing content areas.

Began articulation meetings with the middle school teachers in order to analyze the identified curriculum expectations.

Provided planned, purposeful, and on-going professional development in the area of literacy for both elementary and secondary staff. Established both an elementary and secondary literacy newsletter which reinforced and enhanced the tenets of the professional development.

Established an elementary after-school and summer school program for students struggling in reading, writing, and/or math.

**Newport Public Schools
Newport, Rhode Island 02840**

2002-2003 Carey Elementary School, Principal

Duties: To effectively manage all aspects of an elementary school to ensure a positive educational experience for students and optimum working conditions for staff.

Major Accomplishments:

Planned and facilitated school-based professional development in research-based literacy practices including understanding the before/during/after reading process, guided reading, reading comprehension strategies, and integrated content reading instruction.

Planned and facilitated grade level professional development for the district teachers with the Elementary Literacy Coordinator on literacy topics:

- Understanding New Reference Standards
- Principles of Learning: Academic Rigor, Clear Expectations, & Accountable Talk
- Informal/Formal Assessments
- Comprehensive Literacy Program
- Literacy Centers
- Differentiated Instruction through Guided Reading & Literature Circles

Co-organizer of the first K-12 Summer Literacy Institute for the district. Planned, facilitated, and conducted keynote addresses and various sessions on literacy in conjunction with other team members.

Established a schedule and protocols for examining student work and assessment data, and for monitoring student progress.

Established an after-school reading program for struggling readers in the intermediate grades.

**Frederick County Public Schools
Frederick, Maryland 21701
(All position changes for FCPS are determined through Central Office)**

2000-2002 Monocacy Elementary School, Principal

Duties: To provide instructional leadership for the school community.
To develop a vision for fundamental school change and communicate it to all staff, parents, and students.

Major Accomplishments:

Introduced a protocol for examining student work and teacher practice to determine quality work:

- Understand the learning outcomes
- Determining reliability scoring
- Examining student responses
- Determining teaching points
- Determining flexible grouping needs

Implemented and facilitated a Leadership Team to ensure that school goals are aligned with the state and county goals to include:

- Established the use of technology for reading-writing connection and content area thinking process & presentations
- Implementation of before/during/after reading strategies
- Creating performance assessments and developing scoring tools for integrated performance assessments.
- Use of assessments to drive instruction

Coordinated and facilitated the change of the school's traditional kindergarten and first grade schedule to include a guided reading/literacy lab schedule.

Established and implemented an English Language Learners (ELL) magnet program and a Title I program.

FCPS Summer School Principal

Duties: Examine current research and models of summer school programs to devise a new model for Frederick County Public Schools in order to provide a developmentally appropriate instructional program in language arts and math for students enrolled in grades K-5.

Major Accomplishments:

Created a four-block model schedule for half-day summer program.

Implemented and facilitated county-wide training on various reading and writing strategies and assessments for a balanced literacy program and hands-on math.

Compiled and ordered reading texts to be utilized at 33 school sites.

Monitored enrollment information at 33 school sites and determined staffing.

Collected and compiled baseline data.

1999-2001 Walkersville Elementary School, Assistant Principal

1997-1999 Hillerest Elementary School, Assistant Principal

Duties: Assist in instructional supervision.

Major Accomplishments:

Conducted a Maryland State Department of Education (MSDE) Course entitled *Reading Comprehension*, for all staff members.

Conducted and facilitated staff development on various early childhood, reading, and math strategies.

Conducted a MSDE course entitled *Strategies for New Teachers*.

North Frederick Elementary School
1996-1997 Fifth Grade Teacher
1994-1996 Fourth Grade Teacher
1992-1994 Third Grade Teacher
1989-1992 Pre-K Teacher

Major Accomplishments:

Secured funding, developed, and implemented an after-school program entitled *Building Blocks for Success* for second and third grade students designed to enhance problem-solving skills through reading and writing activities.

Designed and conducted an after school book club entitled *Hooked on Books* for students interested in reading, sharing, and creating their own stories.

Related Experiences for FCPS:

Major Accomplishments:

2000 Collaboratively co-authored the manual, *Primary Literacy Guide*.



1999 Presented results of action research on *Student Involved Portfolios* at FCPS Summer Institute.

1997-1999 Designed and taught a new MSDE course entitled *Guided Reading* for six semesters.

Planned and implemented a variety of Language Arts in-services to individual school staffs and K-2 staff in the county including: *Use of Word Walls, Word Study, Running Records, Self-Monitoring Strategies, Reading Strategies for Comprehension and Word Attack Skills, The Reading-Writing Connection with the Use of Technology.*

Presenter for Frederick County Reading Council.

Guest Speaker for Pi Lambda Theta/Gamma Tau on the topic of "*Leadership Traits of Elementary School Students.*"

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- Member of *National Association of Elementary School Principals (NAESP)*
- Member of *Association for Supervision and Curriculum Development (ASCD)*
- Member of *International Reading Association (IRA)*
- Member of *National Science Teachers Association (NSTA)*

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144



Paul Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

FOR INFORMATION ONLY

G & C Letter # _____

G & C Date 7-1-12

APPROVED: _____

Page # _____

Item # 90

June 18, 2012

His Excellency Governor John H. Lynch
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

1. Authorize the Department of Education to enter into a sole source contract with The National Center for the Improvement of Educational Assessment, Inc., Dover, NH (vendor code 158509), to provide technical assistance for the New Hampshire state assessment and accountability systems. This contract will be in effect from the date of Governor and Council approval through June 30, 2013, in an amount not to exceed \$164,120. Source of funds is 85% State Funds and 15% Federal Funds.

Funding for this request is available as follows:

Account Numbers

06-56-56-562010-64220000-102 (object code 500731)	FY13: \$ 24,120.00
06-56-56-562020-32600000-612 (object code 500942)	FY13: \$140,000.00

2. Subject to Governor and Council approval, authorize the Department of Education to exercise a renewal option on this contract for up to one additional fiscal year, subject to the contractor's acceptable performance of the terms therein and pending legislative approval of the next biennium budget.

EXPLANATION

A Request for Proposals was posted with a deadline for receipt of April 25, 2012. The Department was seeking technical assistance and support for the development, implementation and assurance of technical quality of the state assessment and accountability systems; and in the development of a statewide teacher evaluation system.

His Excellency Governor Lynch
and the Honorable Council
June 18, 2012
Page Two

The New Hampshire Department of Education (NH DOE) has successfully completed the seventh administration of the New England Common Assessment Program (NECAP) and has refined its system of evaluating Adequate Yearly Progress (AYP). During the next year, the NH DOE will develop a flexibility request to the US Department of Education (USED) for the accountability system, continue work on developing a statewide teacher evaluation system and continue providing technical support for the NECAP assessment system. The scope of work is organized according to the following major tasks: Coordinating the New England Common Assessment Program (NECAP); Managing and organizing the New Hampshire Technical Advisory Committee; Providing technical support of the NH Adequacy and the No Child Left Behind School Accountability Systems; and Providing support for New Hampshire's development of an educator evaluation system.

The Center has assisted New Hampshire in developing a cost effective, innovative, large-scale assessment and has aided the NH DOE in building one of the most effective and knowledgeable technical committees in the country. The Center has contributed significantly to the design of the current Adequacy and No Child Left Behind School Accountability Systems and has provided leadership and technical support to the NH Educator Evaluation Task Force in the development of NH's proposed State Model educator evaluation system. Considerable support will be required as the system is implemented during the 2012-2013 period. The Center has done a tremendous job in all of these areas, and we would be pleased to be able to contract with them once again.

Because this contract fulfills both state and federal assessment and accountability requirements, the costs are shared between federal and state funds.

Only one proposal was received. It was reviewed and rated by an evaluation team consisting of the Division Director and the Curriculum & Assessment Director. Both highly recommended this organization.

Respectfully submitted,



Virginia M. Barry, Ph.D.
Commissioner of Education

VMB:JM:ernr

NAME	Unsatisfactory (1)	Partially Proficient (2)	Proficient (3)	Exemplary (4)
National Center for the Improvement of Educational Assessment, Inc.				
Experience coordinating large-scale state assessments				X
Experience managing and organizing technical advisory committees				X
Experience with development of state accountability systems		X		X
Experience with educator effectiveness system			X	
Expertise of key staff meets demands of RFP				X
Budget (within restrictions of RFP)				X

The committee members responsible for the review of the proposal include the following individuals:

Joseph Miller, Director, Division of Instruction; Tim Kurtz, Curriculum & Assessment Director

The role of the committee members was advisory in nature. They provided information, analysis and recommendations that were presented to the Commissioner of Education.

The Commissioner of Education reviews the information provided and makes the final decision regarding the award of such contracts.

Subject:

National Center for the Improvement of Educational Assessment, Inc.

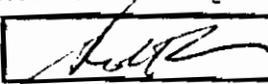
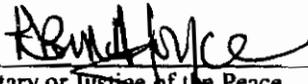
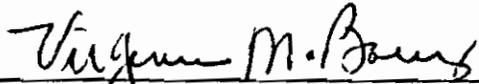
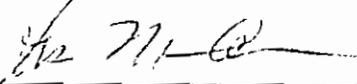
FORM NUMBER P-37 (version 1/09)

AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name NH State Department of Education		1.2 State Agency Address 101 Pleasant Street, Concord, NH 03301	
1.3 Contractor Name National Ctr. for the Improvement of Educational Assessment		1.4 Contractor Address PO Box 351, Dover, NH 03821-0351	
1.5 Contractor Phone Number 603-516-7900	1.6 Account Number see Exhibit B	1.7 Completion Date June 30, 2013	1.8 Price Limitation \$164,120.00
1.9 Contracting Officer for State Agency Paul Leather, Deputy Commissioner of Education		1.10 State Agency Telephone Number 603-271-3801	
1.11 Contractor Signature 		1.12 Name and Title of Contractor Signatory Scott Marion, Vice President	
1.13 Acknowledgement: State of <u>NH</u> , County of <u>Strafford</u> On <u>June 14, 2012</u> , before the undersigned officer, personally appeared the person identified in block 1.12, or satisfactorily proven to be the person whose name is signed in block 1.11, and acknowledged that s/he executed this document in the capacity indicated in block 1.12.			
1.13.1 Signature of Notary Public or Justice of the Peace [Seal] 		ERIN A. JOYCE, Notary Public My Commission Expires November 28, 2012	
1.13.2 Name and Title of Notary or Justice of the Peace Erin A. Joyce			
1.14 State Agency Signature 		1.15 Name and Title of State Agency Signatory Virginia M. Barry, Ph.D., Commissioner of Education	
1.16 Approval by the N.H. Department of Administration, Division of Personnel (if applicable) By: _____ Director, On: _____			
1.17 Approval by the Attorney General (Form, Substance and Execution) By:  On: <u>6/26/12</u>			
1.18 Approval by the Governor and Executive Council By: _____ On: _____			

2. EMPLOYMENT OF CONTRACTOR/SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT A which is incorporated herein by reference ("Services").

3. EFFECTIVE DATE/COMPLETION OF SERVICES.

3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, this Agreement, and all obligations of the parties hereunder, shall not become effective until the date the Governor and Executive Council approve this Agreement ("Effective Date").

3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT.

Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds, and in no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate this Agreement immediately upon giving the Contractor notice of such termination. The State shall not be required to transfer funds from any other account to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/ PAYMENT.

5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT B which is incorporated herein by reference.

5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.

5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.

6.1 In connection with the performance of the Services, the Contractor shall comply with all statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal opportunity laws. In addition, the Contractor shall comply with all applicable copyright laws.

6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.

6.3 If this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all the provisions of Executive Order No. 11246 ("Equal Employment Opportunity"), as supplemented by the regulations of the United States Department of Labor (41 C.F.R. Part 60), and with any rules, regulations and guidelines as the State of New Hampshire or the United States issue to implement these regulations. The Contractor further agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

7. PERSONNEL.

7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.

7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this Agreement. This provision shall survive termination of this Agreement.

7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.