

Report to the Moore Collaborative Committee
Recommended Pre-screening of Vendor Proposals

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Citizens for the Educational Advancement of Alaska's Children

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Appendices are pdf files linked on-line:

Appendix I: [Scoring details for each proposal](#)

Appendix II: [Original text of all proposals in serial number order](#)

Appendix III: [Raw scoring data](#)

Purpose

The settlement of Moore v State of Alaska provides funding and guidelines for grants to support improvement of low-performing schools in rural Alaska, focusing primarily on the 40 schools with the lowest Index Scores, as calculated by the Department of Education and Early Childhood Development (DEED). The settlement directs creation of the Moore Collaborative Committee to oversee implementation of the grant programs and to pre-screen programs likely to be effective to increase achievement, from which schools can select in applying for the grants. Citizens for the Educational Advancement of Alaska's Children (CEAAC), the primary plaintiff in the litigation, has a major role in this collaborative process. This report contains CEAAC's recommendations to the committee as to the pre-screened proposals to be provided to schools in the fall 2012 round of Moore grant-making.

By inclusion of a proposal on the recommended list in this report CEAAC states that the proposal appears to have met the requirements of the settlement for use by an eligible school, and that expert raters have judged the proposal to be likely of success. If adopted by the Moore Collaborative Committee, this list of 19 pre-screened proposals will provide a menu of options from which school districts can choose. The list is intended to assist districts in finding effective programs while reducing their work load of research and grant writing. Districts are free to submit grant requests for proposals which are not included on the recommended list, and vendors and agencies are free to work with districts on grant requests, whether or not they are recommended on this list or have participated in this process.

Those proposals that have not been recommended for approval on the pre-screened list also have merit, and some may even be of superior quality. Only proposals applicable to the requirements of the Moore Settlement have been included, regardless of quality. Districts should review all proposals for use with other funding sources. Proposers whose products have not been positively pre-screened should consider revising their proposals for the spring round of grant-making.

CEAAC Team

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Sarah Sledge, Bright Source consulting

Dale Cope, PhD, Education and Training Services, The Chariot Group

Bob Crumley, superintendent, Chugach School District

Requirements of the Settlement

This review used the settlement standards of the Targeted Resource Grant program, which has the more rigorous requirements in the Moore Settlement. These proposals could also be used for the Teacher Retention Grant program, if applicable. As established by the settlement, the Targeted Resources Grants:

1. Must be designed to address student underachievement in underperforming schools;
2. Must be research-based, meaning the proposed action has been tested by an independent education lab or replicates a successful model already in use in rural Alaska;
3. Must have a clear methodology capable of outcome measurement;
4. Should build capacity for districts to allow programs to be sustained beyond the availability of grant funding.

Summary of the Screening Process

Research Framework

CEAAC produced a document titled “Research Framework for Pre-Screened Proposals,” which is designed to gather information from agencies and vendors in a standardized format that could be used by our reviewers and by districts writing grants for the Moore Collaborative Committee. The framework is intended both to document the program, and to show how it would impact the conditions leading to underachievement in rural Alaska schools. It also requires submitters to show the research basis of the proposals and measurement methodology, among other items. CEAAC recommends that the completed Research Framework forms of approved pre-screened proposals be compiled as a menu for districts to use when they write their grant requests.

Request for Information

DEED released the Research Framework through the state’s system as an RFI, inviting responses by email to Brad Billings of the department. Due to an error in the original deadline posted with the RFI, the Collaborative Committee’s original August 6 deadline was extended to August 15, and proposers who submitted by the August 6 deadline were given the opportunity to amend their proposals, which some did. A total of 34 proposals were received by the August 15 deadline.

Sorting of proposals

Review of proposals required two steps: for applicability, and for quality. The sorting step was a yes/no analysis as to whether the proposals met the minimum standards of the settlement and could be considered for inclusion in the menu provided as pre-screened to districts. The proposals were sorted into three groups, A, B and C. Only proposals in group A met the minimum requirements of the settlement and were eligible for consideration, regardless of quality. (Chronologically, this process followed the numerical scoring, but for clarity is presented here first.) Following is a summary of the three sorted groups.

Group A: Proposals meeting the minimum requirement of the settlement, regardless of quality;

Group B: Proposals lacking the specificity or measurability required in the settlement. CEAAC’s review is detailed for each proposal later in this report. Generally, these issues fall into the following areas:

- Proposals without a specific action called for, either because future customization of the service is intended, or because the proposed action addresses an unspecified or excessively broad span of issues. CEAAC believes these proposals do not meet the settlement’s standard of being “designed” or “calculated and expected” to address underachievement.
- Proposals without a clear methodology of outcome measurement.

Group C: Proposals lacking applicability or focus to the purpose of the grant fund, or without either a research basis or a record of success in rural Alaska. CEAAC’s review is detailed for each proposal later in this report. Generally, these issues fall into the following areas:

- Proposals lacking a listed research basis or record of success as a model in rural Alaska;
- Proposals that do not address the needs of underachieving students;
- Proposals for work that is diagnostic in nature, and thus cannot by itself fulfill the settlement’s mandate of addressing student underachievement;
- Proposals for work that is already addressed through DEED’s existing programs for low-performing schools.

It is noted, however, that proposals that did not meet the requirements of the settlement in these areas could still be of a quality that districts should consider using them with other funds.

Scoring

Based on the questions posed in the Research Framework, the team produced a scoring rubric and scoring guide for rating the proposals. Each proposal was independently rated by at least two of the three education professionals on the team. Results were tabulated and analyzed for consistency among the raters. Details on the rating methodology are presented later in this report under “Scoring Analysis.”

Although proposals sorted into Group B and Group C were judged ineligible regardless of their rating scores, the team produced ratings of every proposal. The strong correlation of the results of the sorting process and rating process made us confident of the outcome. Here are the median scores for each group:

	Median score
Group A	71%
Group B	35%
Group C	51%

Cut score

Group B and Group C proposals were excluded from consideration because they were inapplicable under settlement requirements, as explained above. The rating process further sorted proposals by quality. Among Group A proposals, which were potentially eligible for funding, CEAAC selected a cut off at the point of a broad gap in scores, explained in the next section.

Summary of Results

CEAAC sorted proposals into groups as follows:

	Number of proposals
Group A	20
Group B	5
Group C	9

Only the Group A proposals were judged potentially eligible for pre-screening approval based on consistency with the settlement. The quality scoring of these 20 proposals ranged from 39% of total possible points to 89%. All but one scored above 55%, with only narrow gaps between the scores above 55%. The large scoring gap below this level suggests a cut score of 55% with the one outlying proposal (39%) excluded from a positive recommendation. The 55% cut score leaves 19 proposals for districts to choose among.

Table of Results

The following tables list the proposals by their grouping and scores, with reasons stated for CEAAC's decision to categorize each proposal into one of the three groups. The top 19 proposals in Group A are recommended for pre-screening approval.

Group A proposals: Do meet basic requirements of the Moore Settlement

Serial Number	Vendor	Title	Total score	Screening group result	Reason for screening group	Contact
8061226	Imagine Learning	Imagine Learning	89%	A	Meets settlement criteria.	Emily Bybee
8061205	Renaissance Learning	Accelerated Math for Intervention	83%	A	Meets settlement criteria.	Deborah Schoenick
8061225	Education Consultation Services of Alaska	Developing the PBIS Framework	81%	A	Meets settlement criteria.	Lori Roth
8061229	Carnegie Learning	Carnegie Learning MATHia Software and Textbook	78%	A	Meets settlement criteria.	Mary Murrin
8061231	Alaska Humanities Forum	Cross-Cultural Competence	76%	A	Meets settlement criteria.	Laurie Evans-Dinneen
8061221	dba Research and Renewal	RTI : A Focused Approach	74%	A	Meets settlement criteria.	Molli Sipe
8061232	Chariot Group	SMART Professional Development to Improve Teacher and Administrative Effectiveness	74%	A	Meets settlement criteria.	Rick Thomas
8061204	Renaissance Learning	Successful Reader	72%	A	Meets settlement criteria.	Deborah Schoenick
8061230	Carnegie Learning	Math Academics and Coaching	72%	A	Meets settlement criteria.	Mary Murrin
8061220	College Board	College and Career Readiness: ReditStep, PSAT/NMSQT, SAT, and ACCUPLACER	71%	A	Meets settlement criteria.	Shelly Harris
8061234	Inspired Impact, LLC	Data Interaction for AK Student Assessment (DIASA) Training	71%	A	Meets settlement criteria.	Tammy Morris
8061208	Math in a Cultural Context (UAF)	Using Indigenous Knowledge...	69%	A	Meets settlement criteria.	Jerry Lipka
8061216	College Board	SpringBoard English Textual Power...	64%	A	Meets settlement criteria.	Shelly Harris

8061201	Avante Garde	Building Localized Systems to Sustain School Improvement: Data, RTI, PLC's	64%	A	Meets settlement criteria.	Tonio Verzone / Dr. Shirley Holloway
8061228	Work of Art	Art Aids Academics	63%	A	Meets settlement criteria.	Barbara Short
8061207	SERRC (1st)	Comprehensive Framework...using Marzano	61%	A	Meets settlement criteria.	Gerry Briscoe
8061224	Tzicotl CDC	REDesign Schools Project	61%	A	Meets settlement criteria.	Marcos Aguilar
8061227	SERRC (2nd)	Data Retreats	58%	A	Meets settlement criteria.	Gerry Briscoe
8061217	College Board	SAT Readiness Program	56%	A	Meets settlement criteria.	Shelly Harris
Cut score 55%						
8061202	Education Northwest and Precision 3	TA Academy	39%	A	This proposal meets settlement criteria, but falls below the scoring cut-off of 55%.	

Group B proposals: Do NOT meet basic requirements of the Moore Settlement

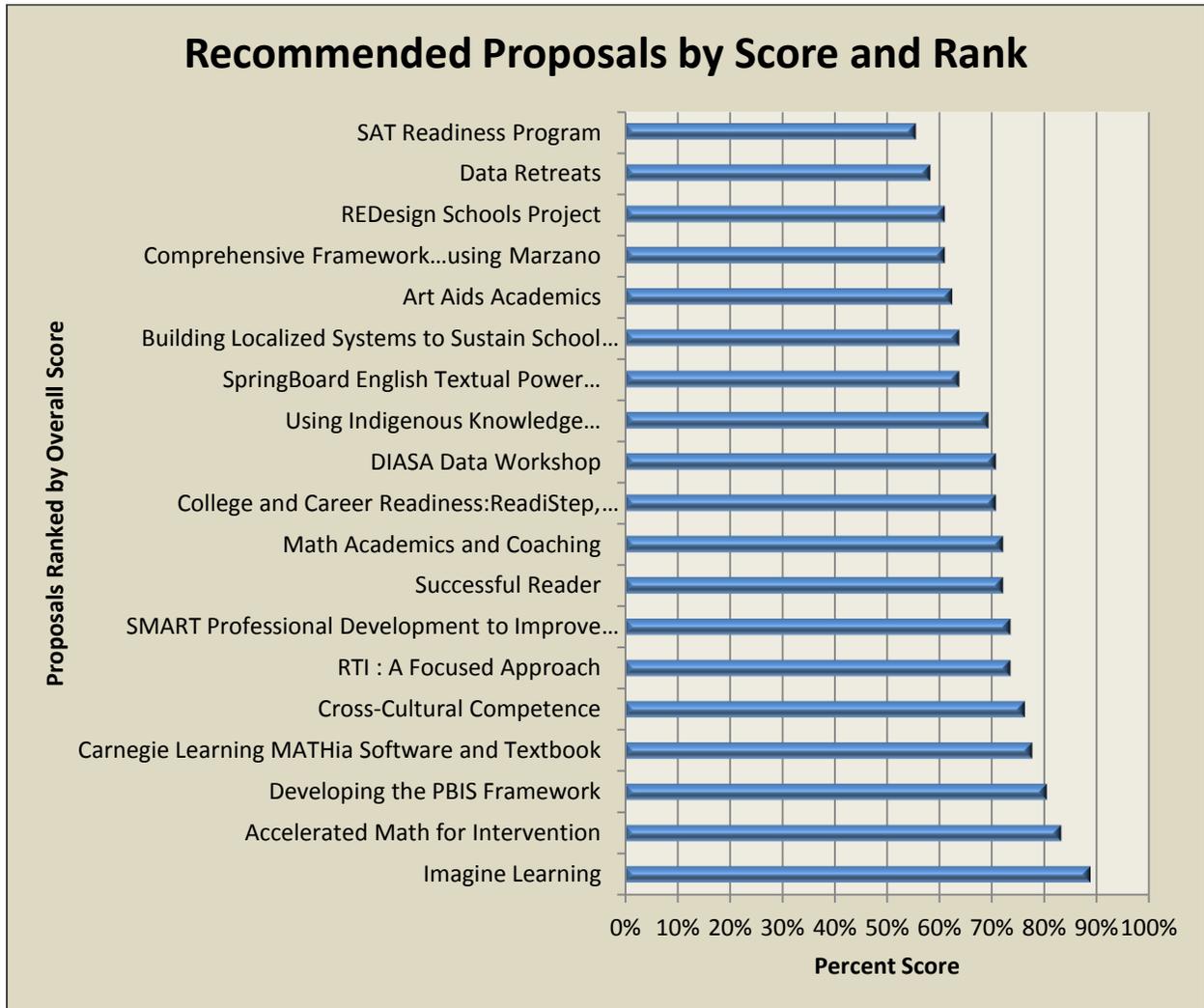
Serial Number	Vendor	Title	Total score	Screening group result	Reason for screening group
8061233	Technology Staff Development	Inspired Impact, LLC	54%	B	Inspired Impact proposes technology training, but does not specify the type of technology to be addressed. As such it is difficult to judge the likely impact on achievement.
8061213	Education Solutions Simplified	Oral Awareness and Vocabulary Development	39%	B	Oral Awareness lacks clear measures, as required in the Moore Settlement.
8061212	Education Solutions Simplified	Linking the Components of Reading	35%	B	Linking the Components of Reading lacks specificity to comply with the Moore settlement, and lacks clear measurability.
8061211	Education Solutions Simplified	How to Begin PLC's in Your School	32%	B	How to Begin PLC's in Your School lacks the specificity and measurability required for inclusion.
8061223	Buena Vista Enterprises	Grant Writing for Educators and Scholarship Workshops	29%	B	This grant writing proposal lacks specificity as an intervention strategy and is not measurable.

Group C proposals: Do NOT meet basic requirements of the Moore Settlement

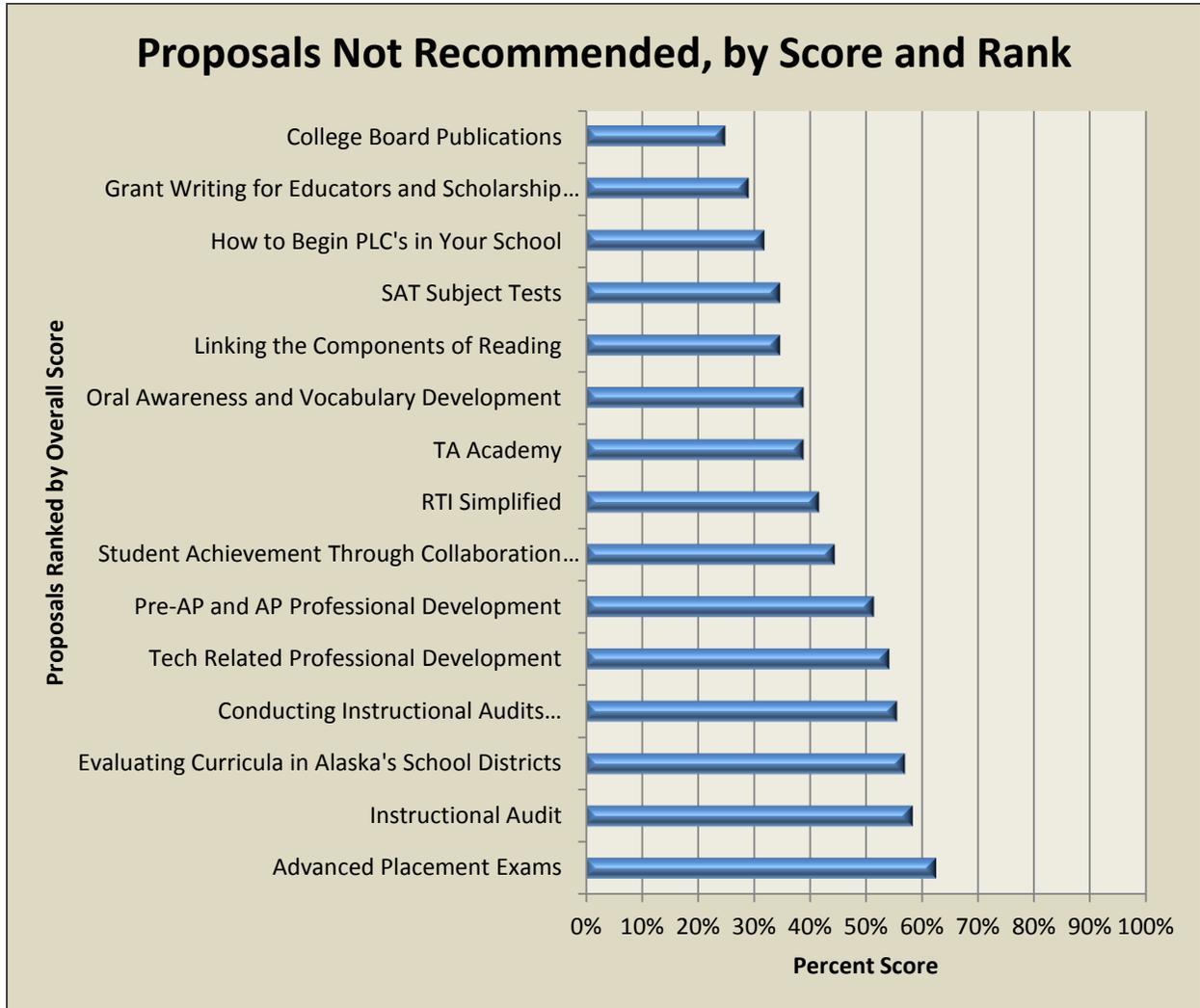
Serial Number	Vendor	Title	Total score	Screening group result	Reason for screening group
8061218	College Board	Advanced Placement Exams	63%	C	Advanced Placement Exams are for high-achieving students; Moore Settlement funds are for addressing underachieving students.
8061222	dba Research and Renewal	Instructional Audit	58%	C	Instructional Audit is a proposal for diagnosis of school processes. As such, it does not meet the requirement to directly and measurably address underachievement. Also, the audit function is addressed by EED with other resources.
8061203	The Instruction Driven Measurement Center	Evaluating Curricula in Alaska's School Districts	57%	C	Evaluating Curricula is an analytical proposal, and thus does not meet the requirement to directly and measurably address underachievement. Also, the proposal appears to be intended for EED to use at multiple schools, which is not the structure of the Targeted Resources Grant.

8061206	RDH Leadership Consulting	Conducting Instructional Audits...	56%	C	Conducting Instructional Audits is a proposal for diagnosis of instruction. As such, it does not meet the requirement to directly and measurably address underachievement. Also the audit function is addressed by EED with other resources.
8061219	College Board	Pre-AP and AP Professional Development	51%	C	Advanced Placement classes are for high-achieving students; Moore Settlement funds are for addressing underachieving students.
8061209	Education Solutions Simplified	Student Achievement Through Collaboration Using PLC's	44%	C	This proposal lacks research support that is required. Evidence of success as a model in Alaska is given only in the form of named references where the activity has been done for two to three years. This does not meet the stated requirements of the Moore Settlement.
8061210	Education Solutions Simplified	RTI Simplified	42%	C	This proposal lacks research support that is required. Evidence of success as a model in Alaska is not given.
8061214	College Board	SAT Subject Tests	35%	C	These tests are not relevant to the underachieving student population that is the focus of the program.
8061215	College Board	College Board Publications	25%	C	This proposal lacks specificity and relevance to the Moore Settlement's goals.

Graphs of Results



The score distribution of the proposals considered inapplicable (categories “B” and “C”) is shown in the chart below, as well as the one proposals that was applicable but fell below the 55% cut score.



Scoring Methodology and Analysis

Using the proposal guidelines, a scoring guide and detailed rubric were created for scoring proposals. Nine of the individual indicators were aggregated into three scales. The items, scales, and total possible points per item are shown in the table below.

Scale	Items	Possible Points*
Description		3
Ease of Implementation	Requirements listed	2
	Timeline	2
	Best practices	3
	Elements of transferability	5
Ease of Implementation Scale Total		12
Measurability	Conditions tied to student achievement	3
	Intended outcomes	3
	Outcome measurement	5
Measurability Scale Total		11
Rigor of Intervention	Evidence of success in similar environments	5
	Research basis	5
Rigor of Intervention Scale Total		10
Total Possible Raw Score		36**

*Since each proposal was scored by two independent raters, each item was worth (Possible points X 2)

**The Total Score value used to compute percents was 72 points (36 X 2 scorers)

Any time individual items are grouped together to measure a related construct (scale), a statistical test should be performed to verify the reliability of the scale to measure the named construct. The reliability of the scales on our scoring instrument were tested using Cronbach's alpha. Cronbach's alpha for the Ease of Implementation scale was .704; alpha for the Measurability scale was .799; and for the Rigor of Intervention scale was .360. An alpha score of .75 or higher means that a scale reliably measures the intended construct. Though the score for the Rigor scale fell below that, there were only two items in the scale; with more items the score would likely have been higher.

Each proposal was scored by at least two scorers (some received three scores, though this was not intentional). Any time items are judged by two or more individuals working separately, it is important to establish the extent to which the scorers reached the same conclusion. The ability to reach the same conclusion while working independently is a function of training and background, and contributes to validity of the results. There are a number of statistical measures of inter-rater reliability, including percent agreement, used the most widely. Percent agreement may be misleading however, since it can overestimate true inter-rater agreement. The most often recommended measure is Cohen's kappa. In

contrast to percent agreement, Cohen's kappa is considered to be a very conservative measure. The inter-rater reliability of the scoring of the Moore proposals was tested using Cohen's kappa measure. Three pairs of scorers were tested. The kappa values were .339, .240, and .310. These values show moderate to low inter-rater reliability.

Each proposal received two raw scores for each rubric item. The rubric item scores were totaled for the three scales, and turned into percents. For example, proposal 3 received scores of (2,2,2,2,2,3,0,2) on the Ease of Implementation scale for a total score of 15 points. This was divided by 24 points possible (15/24) to arrive at a score of 63% for the scale. The overall proposal percent score was calculated by summing the values for individual rubric items and dividing by the total possible. Using the same proposal again (#3) the total points earned were 41; $41/72 = 57\%$.