Response to RFP No. 3179

School Climate/SEL Survey

PART I A – TECHNICAL PROPOSAL

May 6, 2015

Submitted to: Annette Morfin
Purchasing Officer
State of Nevada, Purchasing Division
515 E. Musser Street, Suite 300
Carson City, NV 89701
E-Mail: amorfin@admin.nv.gov

Submitted by: American Institutes for Research, Education Program

American Institutes for Research

1000 Thomas Jefferson Street NW, Washington, DC 20007-3835 | 202.403.5000 | TTY 877.334.3499 | www.air.org

AMERICAN INSTITUTES FOR RESEARCH®

May 6, 2015

Annette Morfin
Purchasing Officer
State of Nevada, Purchasing Division
515 E. Musser Street, Suite 300
Carson City, NV 89701

RE: RFP No. 3179, School Climate/SEL Survey

Dear Ms. Morfin:

American Institutes for Research (AIR) is pleased to submit its proposal, *School Climate/SEL Survey*, to the State of Nevada.

Founded in 1946, AIR is one of the largest not-for-profit behavioral and social science research and evaluation organizations in the world. With more than 1,600 global employees, AIR has a strong foundation in education research and the application of those findings in the field. We currently stand as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education.

In this proposal, we present the Nevada Department of Education (NDE) with a solution to its school climate measurement needs that aligns with the efforts of multiple federal agencies to address the White House's Now Is The Time initiative. Our solution is tailored to the needs of NDE, is cost effective and sustainable for long-term measurement, and provides NDE and its schools and school districts with the ability to directly compare their school climate scores with national benchmarks beginning in 2016.

We have enclosed one master, six copies, and two CD-ROMs of the proposal as requested. Please direct contractual questions about this proposal to Nilva da Silva, contracts officer, at 202-403-5086 or ndasilva@air.org. For technical questions, please contact Samantha Neiman at 312-588-7345 or sneiman@air.org.

Thank you for your consideration.

Sincerely,

Lawrence B. Friedman, Ph.D.
Vice President
Education Program

School Climate/SEL Survey

May 6, 2015

Part I A – Technical Proposal	
RFP Title:	School Climate/SEL Survey
RFP:	3179
Vendor Name:	American Institutes for Research
Address:	1000 Thomas Jefferson NW Washington, DC 20007-3853
Opening Date:	May 6, 2015
Opening Time:	2:00 PM

AMERICAN INSTITUTES FOR RESEARCH®

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Washington, DC 20007-3835
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VENDOR INFORMATION SHEET FOR RFP 3179

Vendor Must:

A) Provide all requested information in the space provided next to each numbered question. The information provided in Sections V1 through V6 will be used for development of the contract;

B) Type or print responses; and

C) Include this Vendor Information Sheet in Tab III of the Technical Proposal.

V1	Company Name	American Institutes for Research

V2	Street Address	1000 Thomas Jefferson Street, NW

V3	City, State, ZIP	Washington, DC 20007

V4	Telephone Number		
	Area Code: 202	Number: 403-5086	Extension:

V5	Facsimile Number		
	Area Code: 202	Number: 403-5454	Extension:

V6	Toll Free Number		
	Area Code: 877	Number: 334-3499	Extension:

V7	***Contact Person for Questions / Contract Negotiations, including address if different than above***
	Name: Nilva da Silva
	Title: Senior Contract Officer
	Address:
	Email Address: ndasilva@air.org

V8	Telephone Number for Contact Person		
	Area Code: 202	Number: 403-5086	Extension:

V9	Facsimile Number for Contact Person		
	Area Code: 202	Number: 403-5454	Extension:

V10	***Name of Individual Authorized to Bind the Organization***	
	Name: Nilva da Silva	Title: Senior Contract Officer

V11	Signature ***(Individual must be legally authorized to bind the vendor per NRS 333.337)***	
	Signature:	Date: 04-16-2015

State Documents

A. The signature page from all amendments with an original signature by an individual authorized to bind the organization.

B. Attachment A – Confidentiality and Certification of Indemnification with an original signature by an individual authorized to bind the organization.

C. Attachment C – Vendor Certifications with an original signature by an individual authorized to bind the organization.

D. Attachment J – Certification Regarding Lobbying with an original signature by an individual authorized to bind the organization.

E. Copies of any vendor licensing agreements and/or hardware and software maintenance agreements.

F. Copies of applicable certifications and/or licenses.

32. Does NDE require a copy of the full surveys and sample reports for the proposal?

Yes.

33. Will the vendor be required to track any other school-level indicators as part of the reporting, such as graduation rates, attendance, incident rates, performance indexes?

No.

34. Is NSD open to a collaborative survey instrument design, with norming conducted by selected vendor using pilot school response data?

Potentially.

ALL ELSE REMAINS THE SAME FOR RFP 3179.

Vendor must sign and return this amendment with proposal submitted.

Vendor Name:	American Institutes for Research		
Authorized Signature:			
Title:	Senior Contract Officer	Date:	April 28, 2015

This document must be submitted in the "State Documents" section/tab of vendors' technical proposal.

ATTACHMENT A – CONFIDENTIALITY AND CERTIFICATION OF INDEMNIFICATION

Submitted proposals, which are marked "confidential" in their entirety, or those in which a significant portion of the submitted proposal is marked "confidential" **will not** be accepted by the State of Nevada. Pursuant to NRS 333.333, only specific parts of the proposal may be labeled a "trade secret" as defined in NRS 600A.030(5). All proposals are confidential until the contract is awarded; at which time, both successful and unsuccessful vendors' technical and cost proposals become public information.

In accordance with the Submittal Instructions of this RFP, vendors are requested to submit confidential information in separate binders marked "**Part I B Confidential Technical**" and "**Part III Confidential Financial**".

The State will not be responsible for any information contained within the proposal. Should vendors not comply with the labeling and packing requirements, proposals will be released as submitted. In the event a governing board acts as the final authority, there may be public discussion regarding the submitted proposals that will be in an open meeting format, the proposals will remain confidential.

By signing below, I understand it is my responsibility as the vendor to act in protection of the labeled information and agree to defend and indemnify the State of Nevada for honoring such designation. I duly realize failure to so act will constitute a complete waiver and all submitted information will become public information; additionally, failure to label any information that is released by the State shall constitute a complete waiver of any and all claims for damages caused by the release of the information.

This proposal contains Confidential Information, Trade Secrets and/or Proprietary information as defined in ***Section 2 "ACRONYMS/DEFINITIONS."***

Please initial the appropriate response in the boxes below and provide the justification for confidential status.

Part I B – Confidential Technical Information			
YES		NO	X
Justification for Confidential Status			

A Public Records CD has been included for the Technical and Cost Proposal			
YES		NO (See note below)	X
Note: By marking "NO" for Public Record CD included, you are authorizing the State to use the "Master CD" for Public Records requests.			

Part III – Confidential Financial Information			
YES		NO	X
Justification for Confidential Status			

American Institutes for Research
Company Name

Signature

Nilva da Silva
Print Name

April 16, 2015
Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT C – VENDOR CERTIFICATIONS

Vendor agrees and will comply with the following:

(1) Any and all prices that may be charged under the terms of the contract do not and will not violate any existing federal, State or municipal laws or regulations concerning discrimination and/or price fixing. The vendor agrees to indemnify, exonerate and hold the State harmless from liability for any such violation now and throughout the term of the contract.

(2) All proposed capabilities can be demonstrated by the vendor.

(3) The price(s) and amount of this proposal have been arrived at independently and without consultation, communication, agreement or disclosure with or to any other contractor, vendor or potential vendor.

(4) All proposal terms, including prices, will remain in effect for a minimum of 180 days after the proposal due date. In the case of the awarded vendor, all proposal terms, including prices, will remain in effect throughout the contract negotiation process.

(5) No attempt has been made at any time to induce any firm or person to refrain from proposing or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal. All proposals must be made in good faith and without collusion.

(6) All conditions and provisions of this RFP are deemed to be accepted by the vendor and incorporated by reference in the proposal, except such conditions and provisions that the vendor expressly excludes in the proposal. Any exclusion must be in writing and included in the proposal at the time of submission.

(7) Each vendor must disclose any existing or potential conflict of interest relative to the performance of the contractual services resulting from this RFP. Any such relationship that might be perceived or represented as a conflict should be disclosed. By submitting a proposal in response to this RFP, vendors affirm that they have not given, nor intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant or any employee or representative of same, in connection with this procurement. Any attempt to intentionally or unintentionally conceal or obfuscate a conflict of interest will automatically result in the disqualification of a vendor's proposal. An award will not be made where a conflict of interest exists. The State will determine whether a conflict of interest exists and whether it may reflect negatively on the State's selection of a vendor. The State reserves the right to disqualify any vendor on the grounds of actual or apparent conflict of interest.

(8) All employees assigned to the project are authorized to work in this country.

(9) The company has a written equal opportunity policy that does not discriminate in employment practices with regard to race, color, national origin, physical condition, creed, religion, age, sex, marital status, sexual orientation, developmental disability or handicap.

(10) The company has a written policy regarding compliance for maintaining a drug-free workplace.

(11) Vendor understands and acknowledges that the representations within their proposal are material and important, and will be relied on by the State in evaluation of the proposal. Any vendor misrepresentations shall be treated as fraudulent concealment from the State of the true facts relating to the proposal.

(12) Vendor must certify that any and all subcontractors comply with Sections 7, 8, 9, and 10, above.

(13) The proposal must be signed by the individual(s) legally authorized to bind the vendor per NRS 333.337.

American Institutes for Research

Vendor Company Name

Vendor Signature

Nilva da Silva

Print Name

April 16, 2015

Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT J – CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By: _____ April 16, 2015
Signature of Official Authorized to Sign Application — Date

For: American Institutes for Research
Vendor Name

NEVADA SCHOOL CLIMATE SURVEY
Project Title

This document must be submitted in Tab IV of vendor's technical proposal

STATE OF NEVADA

ROSS MILLER
Secretary of State

SCOTT W. ANDERSON
Deputy Secretary
for Commercial Recordings

OFFICE OF THE
SECRETARY OF STATE

Commercial Recordings Division
202 N. Carson Street
Carson City, NV 89701-4069
Telephone (775) 684-5708
Fax (775) 684-7138

NOTICE OF EXEMPTION
NEVADA STATE BUSINESS LICENSE

You have filed a notice citing a statutory exemption "002" pursuant to Nevada Revised Statutes and therefore are not required to maintain a Nevada State Business License.

If your exemption changes or your business is no longer exempt, you must file an amendment reflecting your current business status.

Nevada Business Identification: NV20121141774
Entity Name: AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES
Entity Type: NRS80FNP - Foreign Non-Profit Corporation
Exemption Code: 002 Nonprofit organization qualified as tax-exempt under 26 U.S.C. Section 501(c)

Issued this 15th day of March, 2012.

Please post in a Conspicuous Location

Attachment B. Technical Proposal Certification of Compliance With Terms and Conditions of RFP

A. Attachment B with an original signature by an individual authorized to bind the organization must be included in this tab.

B. If the exception and/or assumption require a change in the terms or wording of any section of the RFP, the contract, or any incorporated documents, vendors must provide the specific language that is being proposed on Attachment B.

C. Only technical exceptions and/or assumptions should be identified on Attachment B.

D. The State will not accept additional exceptions and/or assumptions if submitted after the proposal submission deadline. If vendors do not specify any exceptions and/or assumptions in detail at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

ATTACHMENT B – TECHNICAL PROPOSAL CERTIFICATION OF COMPLIANCE WITH TERMS AND CONDITIONS OF RFP

I have read, understand and agree to comply with ***all*** the terms and conditions specified in this Request for Proposal.

YES X I agree to comply with the terms and conditions specified in this RFP.

NO _____ I do not agree to comply with the terms and conditions specified in this RFP.

If the exception and/or assumption require a change in the terms in any section of the RFP, the contract, or any incorporated documents, vendors ***must*** provide the specific language that is being proposed in the tables below. If vendors do not specify in detail any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

American Institutes for Research
Company Name

Signature

Nilva da Silva
Print Name

April 16, 2015
Date

Vendors MUST use the following format. Attach additional sheets if necessary.

EXCEPTION SUMMARY FORM

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)

ASSUMPTION SUMMARY FORM

ASSUMPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	ASSUMPTION (Complete detail regarding assumptions must be identified)

This document must be submitted in Tab V of vendor's technical proposal

Section 3 – Scope of Work

3.1 Proposing vendors must provide a comprehensive summary of the recommended survey and related services or products

The importance of a positive school climate for our students is undeniable. Recent research suggests that positive school climate is associated with reduced aggression and violence (Brookmeyer, Fanti, & Henrich, 2006; Goldstein, Young, & Boyd, 2008; Gregory et al., 2010; Karcher, 2002), reduced bullying behavior (Birkett, Espelage, & Koenig 2009; Kosciw & Elizabeth, 2006; Meraviglia, Becker, Rosenbluth, & Robertson, 2003; Meyer-Adams & Conner, 2008; Yoneyama & Rigby, 2006), and reduced sexual harassment, regardless of sexual orientation (Attar-Schwartz, 2009). In fact, the five most commonly mentioned characteristics associated with higher student achievement are an emphasis on teaching basic skills, high expectations for student achievement, frequent evaluation of student progress, educational leadership, and a safe and orderly school climate (Reynolds et al., 1996). In contrast, poor school climate is related to student disengagement, misbehavior, dropout, and involvement in the school-to-prison pipeline (Gonsoulin, Zablocki, & Leone, 2012; Osher et al., 2012).

In January 2013, as part of an initiative to make schools safer, President Obama announced in the "Now Is the Time" report that his administration would develop a school climate survey that would provide "reliable data to help schools implement policies to improve climate" (The White House 2013, p. 13). In order to fulfill this commitment, the U.S. Department of Education's National Center for Education Statistics (NCES) contracted with American Institutes for Research (AIR) to develop valid and reliable school climate surveys for students, school staff, and parents. The resulting suite of surveys is referred to as the School Climate Surveys (SCLS), developed to provide high-quality school climate data aligned with the Office of Safe and Healthy Students (OSHS) Safe and Supportive Schools model. More information about the SCLS model and development process is provided in Section 3.5.1.1.

To provide NDE with an effective solution to its school climate data collection, measurement, and reporting needs, AIR will use the normed and validated SCLS as a starting point for developing the Nevada School Climate and social and emotional (SEL) survey administration tools to measure climate throughout Nevada's schools. Building off of the SCLS will provide NDE with a unique opportunity to align its school climate constructs with the constructs that will be widely in use with the release of the SCLS and to compare its schools and school districts to national benchmarks of school climate beginning in 2016. In addition, this approach will allow NDE to benefit from NCES's rigorous survey development and testing procedures. In order to build on the SCLS to develop the Nevada School Climate and SEL survey, AIR will:

- ***Add a student social and emotional learning (SEL) module.***[1]

[1] We propose to use the student social and emotional learning module currently in used in Washoe County, Nevada. This module was adapted by Washoe County from an AIR-developed scale in use in several large urban districts. For more information, see http://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/231/2013_Climate_Survey_District_Report_FINAL.pdf

- ***Remove existing topic areas that are not priorities for NDE, if applicable.***
- ***Perform psychometric analyses on the SCLS scales to determine the cut points that represent meaningful interpretations of scale scores appropriate for a general audience (see Section 3.7.1).***
- ***Develop a Web-based survey administration platform.***
- ***Provide timely, visually appealing, and easily interpretable reports for stakeholders.***

We expand on each of these topics in Section 3.1.4.

We understand that survey administrations require coordination (e.g., scheduling time for students in computer labs, communicating the availability of the survey to various stakeholders, and working around testing calendars), which can be taxing to schools and school districts. As such, we will serve as a direct planning partner to each of Nevada's 18 school districts (17 school districts and one Public State Charter School Authority) to assist with their planning, coordination, and messaging efforts in order to help each school and district achieve high response rates. As a planning partner to each district, our team will provide up to ten hours of personalized survey planning assistance, which may include, for example, providing guidance by phone or e-mail, developing customized messaging materials, or helping districts to troubleshoot challenges. We will develop survey administration procedures that ensure all students can participate in the survey, prepare all survey materials, provide in-field administration support to schools and school districts, and produce timely reports at the school and- district levels.

AIR strongly believes in the importance of high-quality school climate measurement as a means to improve our schools and has unparalleled experience developing school climate surveys. In fact, AIR has either led or been extensively involved in the development of 18[2] of the 38 K–12 surveys vetted as "valid and reliable" through the National Center of Safe and Supportive Learning Environments,[3] including 15 of the 19 listed federal surveys. In addition, we have extensive experience assisting schools, school districts, and states with collecting high-quality school climate data, as demonstrated through our work on the National Center on Safe Supportive Learning Environments (NCSSLE), a collaborative effort with OSHS and the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA). Our substantive expertise in the area of school climate includes, but is not limited to, the dimensions and subdimensions that make up the SCLS. We

[2] AIR has led or been extensively involved in the development and/or management of the following surveys on the compendium: Alaska School Climate and Connectedness Survey; American Institutes for Research Conditions for Learning Survey; Consortium on Chicago School Research Survey of Chicago Public Schools; Early Childhood Longitudinal Study, Kindergarten Class of 1998-99; Education Longitudinal Study of 2002; High School Longitudinal Study of 2009; National Assessment of Educational Progress; National Education Longitudinal Study of 1988; National Household Education Surveys Program (1993 School Safety and Discipline Survey); Progress in International Reading Literacy Study; Program for International Student Assessment; School Crime Supplement to the National Crime Victimization Survey; School Survey on Crime and Safety; Schools and Staffing Survey; Early Childhood Longitudinal Study, Birth Cohort; Trends in International Mathematics and Science study; Civil Rights Data Collection; and Early Childhood Longitudinal Study, Kindergarten Class of 2011.

[3] See http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

have assembled a team of experts in school climate, SEL, survey methodology, psychometric analysis, and survey administration platform development—including staff who were instrumental in the development of SCLS—to provide NDE with the highest quality surveys and tools.

In the late fall of 2015, we will pilot the modified surveys, tools, and survey administration procedures in a sample of Nevada's schools. The main goals will be twofold: To evaluate and refine survey administration procedures and instructions and to assess the Web-based platform and make any necessary improvements prior to the full-scale launch. We will adjust technical or administrative aspects as needed based on the findings of the pilot study in order to begin full-scale administration in the spring of 2016. AIR will choose the initial sample of schools for the pilot study to assess the administration procedures in a variety of settings (e.g., urban, rural, large, and small schools) in collaboration with NDE.

In the fall and winter of 2015, we will convene panels of school climate experts to set meaningful cut points for the Nevada School Climate and SEL survey as described in Section 3.7.1. During the same period of time, we will develop reporting templates for school and district reports, with guidance from NDE. Reports will be made available in English and Spanish, at the school and district reporting levels, and will incorporate responses from each respondent group surveyed (e.g., students, staff, and parents).

AIR will automate data processing and reporting so that the continued measurement of school climate is sustainable at a minimal cost to NDE. Mainly, we will automate the data processing such that all scaling measures are calculated and aggregated within the survey platform, and we will automate the reporting process so that reports can be generated quickly and accurately (see Section 3.1.4.2).

3.1.1 NDE is open to consideration of proposed online or computer adaptive surveys, as well as, to traditional paper/pencil formats.

Based on our experience with similar surveys such as the Conditions for Learning, collecting data online reduces the chances of data scanning or entry error and encourages response. To provide NDE with timely and accurate survey results, we propose the use of a Web-based survey platform. Using a Web-based platform, the survey can be accessed from any computer, tablet, or smartphone with internet access. Research suggests that offering two survey modes (i.e., paper and Web-based) will increase overall measurement error (De Leeuw, 2005). Therefore, to streamline the data collection and scoring process, minimize error, and reduce the long-term costs, we recommend that no paper option be offered. AIR has the capacity to offer Braille questionnaires for an additional cost; however, because our proposed Web-based survey administration platform will be Section 508 compliant and designed to work with screen readers, we recommend that NDE does not include a Braille version, as it may be cost prohibitive to utilize both modalities. See Section 3.5.1.2 for more information on the Web-based survey platform specifications.

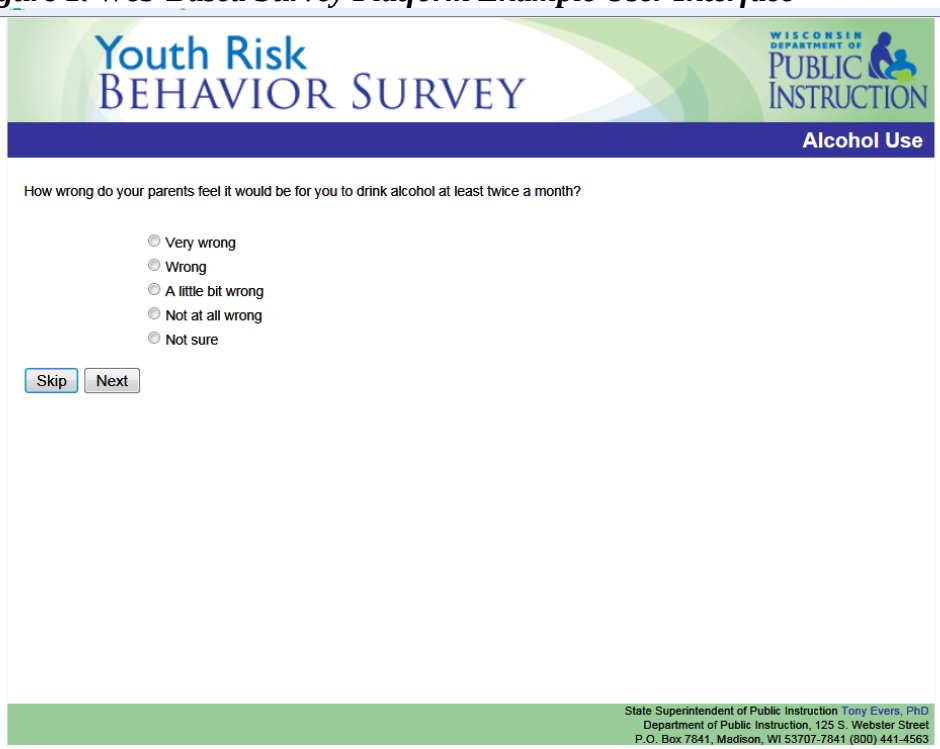
To provide NDE with the most cost-effective solution to accessing a state-of-the-art online data collection platform, AIR will design and build a survey administration platform that will be simple for respondents to access and navigate, yet will maintain respondent confidentiality

and data security and will have built-in data processing capabilities to calculate scale scores for each of the Nevada School Climate and SEL survey topic areas in real time.

As with the SCLS and other school-based surveys, we propose an administration method that will require respondents to enter a login ID to access the survey. This process helps ensure high data quality by controlling access to the survey instrument (e.g., by restricting respondents from taking the survey multiple times and ensuring that respondents are being accounted for in the correct school and school district). AIR will create these login IDs and deliver them electronically to each district's point of contact and assist districts in determining the dissemination method that is most efficient for randomly disseminating them to respondents in their district. We will provide districts with the option to disseminate login credentials via e-mail if appropriate; however, we have found that disseminating random IDs on paper can be the most efficient dissemination method for an online student survey (e.g., having IDs printed so that students can select an ID on their way into the computer lab) in cases in which districts do not regularly disseminate information to students via e-mail.

The proposed AIR team is highly experienced in designing Web-based survey platforms that incorporate Web-based survey best practices (e.g., Wisconsin's School Climate Survey, SCLS). As such, the Nevada School Climate and SEL survey will be designed to provide respondents with simple uncluttered screens so that the survey is optimized for any type of mobile device with minimal scrolling required, allowing students (and parents if NDE chooses to administer a parent survey) to toggle between English and Spanish versions of the survey items. Figure 1 provides an example screen shot of a recent Web-based survey platform developed by AIR, as seen by a respondent, to show the type of simple interface that a respondent may see when taking the survey.

Figure 1. Web-Based Survey Platform Example User Interface



3.1.2 NDE is open to consideration of surveys administered to students only, or to students, staff, and parents.

We recommend that NDE utilize each of the four available SCLS surveys (i.e., students, instructional staff, noninstructional staff, and parents/guardians) to collect the deepest and most multidimensional snapshots of school climate. We have provided costing information in Part II for the student survey only but can provide NDE with costing information for additional respondent groups by request and based on scope as determined between AIR and NDE.

According to Freiberg and Stein (1999), each observer of school climate brings unique angles, histories, interpretations, and conclusions. "One perspective is simply not enough to see the breadth of the whole process. It is precisely through a dialogue of many different voices that we can come to a fuller understanding of the complex dynamics that play out in schools…" (p. 17).

Although school climate is defined as a school-level construct, measures are based on individual stakeholders' unique interpretations of the construct. The experience of school climate is distinctive for students, instructional staff, noninstructional staff, and parents and guardians because each experiences school differently. Students are the focus of education as its consumers; instructional staff are the agents of instruction, guidance, and structure; noninstructional staff and principals may set the tone for the school, enforce rule compliance, and designate resources for success; while parents and guardians support educational outcomes at home and through their involvement with the school. Using the SCLS surveys as a starting point will allow for objective measures of the perceptions from each of these respondent groups, contributing depth to the data, and allowing schools and school districts to evaluate interventions through a wider lens.

3.1.3 At a minimum, NDE is intending to survey all middle and high school students, but NDE is interested in surveying younger students as well, if the surveys are normed and validated for younger ages.

SCLS was designed to collect data from middle and high school students (in Grades 5–12) and does not have an elementary counterpart. Although there are school climate surveys that are designed to collect data from students as young as Grade 2 (e.g., AIR's Conditions for Learning Survey), research suggests that surveying children ages 11 and under poses specific methodological problems (Borgers, de Leeuw, & Hox, 2000). In addition, those surveys do not utilize the Safe and Supportive Schools model and would not allow for direct comparisons. We therefore propose to survey students in Grades 5–12 only.

3.1.4 Tasks, Activity, Deliverables and Objectives

3.1.4.1 Task: Administer a normed/valid survey to middle and high school students in the State.

A. Objective: Rate, at a minimum, the student's perception on student engagement, relationships, school safety, the learning environment, and the social and emotional growth of students.

In order to accurately measure students' aggregated perceptions of school climate constructs, including various aspects of student engagement, relationships, school safety, the learning environment, and the social and emotional growth of students within schools and districts, we propose to use normed and valid measures that have been developed through the SCLS survey and an additional SEL module.[4] Both SCLS surveys and the SEL module have undergone rigorous testing, including cognitive testing and extensive psychometric testing to develop the scales.[5]The development of the SCLS surveys included input and review from national experts on each school climate domain, survey methodologists and psychometricians, and direction from NCES and OSHS. We recommend that NDE use the survey items associated with all 18 topic areas in order to obtain the most comprehensive lens of school climate and to have the most complete data possible for comparisons to national benchmarks that will be available beginning in 2016. However, AIR will remove any item sets from the survey at NDE's request.

B. Activity: Administer the survey during a prescribed survey window.

We will work directly with Nevada's 18 school districts to help them to choose the survey administration windows and timelines that work best with their district's calendar and within any guidelines provided by NDE. Our staff have extensive experience providing survey support directly to schools and school districts (e.g., through the New York City Core Curriculum Evaluation project, the Ohio Race to the Top Ohio Performance Assessment Pilot Project, the National Center on Safe and Supportive Learning Environments project, and the SCLS project). We recommend that school climate surveys take place in the spring in order to allow students and respondents to experience as much of the school environment as possible prior to providing their perceptions. In addition, we will encourage school districts to administer as closely to one another as possible, enabling the most comparable data for NDE across schools and districts.

For each district, AIR will provide personal outreach via telephone, e-mail, or videoconference to a district point person determined by NDE as well as a demonstration of the survey platform, administration instructions, and necessary login credentials as described in Section 3.6.

C. Deliverable: Ensure notification of privacy rights are follows.

Prior to beginning the Nevada School Climate and SEL survey, respondents will be provided with IRB-approved consent language (or "assent" language for students, as persons under 18 years old cannot legally consent). The consent/assent language will provide respondents with information regarding, for example, the estimated amount of time required to complete the survey; the voluntary nature of the survey and survey items; how their data will be used (e.g., aggregated for statistical purposes); and who will see their individual responses. Each

[4] The SCLS has been normed and validated. The additional SEL module proposed for this study has not been normed to a representative sample; however, data suggest both construct validity and sensitivity to change for these measures. Although norm-referenced standards are useful for ranking schools relative to the range of student responses, they are not able to signify whether the student environment meets the minimum conditions for a given performance level (i.e., there is no explicit relationship between the measure and the criterion). The standard setting work described in Section 3.7 will provide meaningful criteria to reference for each module in the Nevada School Climate and SEL survey.

[5] Note that psychometric testing is currently under way for the development of the SCLS scales.

respondent will be required to agree to the terms of the consent/assent language prior to beginning the survey.

D. Distribute surveys and survey administration instructions to all schools located in Nevada.

AIR will purchase an available .ORG domain address for the survey application. NDE will be able to designate an available URL at its election (e.g., https://NevadaSchoolClimate.org/) and will post survey instructions that are easily accessible from that URL. At NDE's discretion we also can set up a unique URL for each district separately so that respondents can access the survey from a distinct Web page (e.g., https://NevadaSchoolClimate.org/DistirctName). In addition, we will purchase a Secure Socket Layer (SSL) encryption algorithm to ensure security of distribution (e.g., Verisign).

Finally, AIR will provide each district with an appropriate number of login IDs based on their student enrollment.

E. Activity: Collect responses while protecting survey security.

F. Deliverable: Secure surveys collected.

As is the standard procedure for the Center for Survey Methods at AIR, the survey platform and administration procedures will be designed to protect survey security at each stage of the survey process. Requiring respondents to possess login IDs that are generated by AIR, for example, serves as a barrier to unauthorized survey access. The platform also will be designed to protect against purposeful intrusion to respondent surveys. Upon entering the survey, the platform will provide respondents with a personal identification number (PIN) that they can use to re-enter the survey in the event that they cannot complete the survey in one sitting. This extra security step will ensure that no one other than the respondent can re-enter the survey in place of the respondent.

To ensure security and scalability of the collection, AIR proposes to host this survey application on Amazon Web Services (AWS) infrastructure at the AWS GovCloud (U.S.) Region. The AWS GovCloud (U.S.) is an isolated AWS region designed to allow U.S. government agencies and customers to move sensitive workloads into the cloud by addressing their specific regulatory and compliance requirements. The AWS GovCloud (U.S.) is the Federal Risk and Authorization Management Program compliant (FedRAMP-compliant) cloud service.

3.1.4.2 Task: Analyze the data gathered into useable information.

A. Objective: Be able to read the data and determine needs and strengths at the school and district level. NDE expects the data generated to be sensitive to change once interventions are implemented.

B. Activity: Generate school and district reports explaining how schools rated in the categories mentioned above ***refer to Section 3.1.4.1 A).***

1. These may be broken down into sub-populations, where appropriate.

C. Deliverable: School and district reports of school climate ratings.

In order for schools, districts, and NDE to use school climate data to drive decision making, it is critical that survey results are presented in a way that is meaningful, easy to interpret, and visually interesting.

The SCLS surveys and additional SEL module have been through rigorous psychometric evaluation and are designed to produce scale scores as transformed theta values.[6] These theta values, however robust, are not meaningful to a public audience, and for this reason, AIR will expand on the existing psychometric work to produce cut points that define meaningful categories of the data for each of the topic areas in the Nevada School Climate and SEL survey. We expand on the standard setting process in Section 3.7.1. To reduce turnaround time, potential for error, and cost, we will incorporate these cut points into the platform's data processing capabilities.

To produce visually engaging reports of the data, capturing each respondent group and subgroup surveyed and each subscale measured, AIR will develop reporting templates with input from NDE and will automate the report production process. Automating report production reduces the possibility of reporting error, reduces long-term cost, and allows for fast turnarounds of school and district reports after the close of each data collection. We have developed reports of school climate survey results using similar methods and provide an example school report and district report from the Cleveland Conditions for Learning (CFL) survey in Appendices A and B, respectively.

These CFL reports, developed by AIR to provide easily interpretable and meaningful information to all stakeholders in Cleveland, integrate overall and subgroup reporting of scale scores, item-level data, and data interpretation in simple and visually appealing ways. We propose using these reports as models on which to begin development of the proposed reports. AIR will provide several reporting options to NDE during the development process; for example, if NDE chooses to administer the survey to multiple respondent groups, data reports can be developed for each respondent group individually or to enable easy comparison across respondent groups. Reports can be developed as cross-sectional or to incorporate multiple time points of data. Disaggregation of data will be included in the reports as determined by NDE and based on the respondent information included in the survey data. AIR will provide reports in English and Spanish.

3.2 Executive Summary

3.2.1 Proposing vendors must describe in brief general terms how the proposed survey can fit the State's requirements and any specific benefits that the State would receive by choosing this approach over any alternatives.

[6] A theta score is an estimate of an individual's standing on a latent trait. Most values fall between -3 (representing extremely low standing on the latent trait relative to other individual's responses) and +3 (representing extremely high standing on the latent trait relative to others). SCLS scores are provided as a transformation of these values, eliminating decimals and negative values so that the scores are more user friendly.

In this proposal, we provide NDE with a cost-effective and sustainable approach to large-scale measurement of school climate and SEL that aligns with the efforts of several federal agencies to address the White House's Now Is The Time (NITT) initiative.

To fulfill the White House's commitment to develop a valid and reliable school climate survey, NCES contracted with AIR to develop the SCLS—a suite of normed and valid surveys aligned with the Office of Safe and Healthy Students Safe and Supportive Schools model. SCLS is undergoing pilot testing in spring 2015 and will be available for use beginning in fall 2015.

To best fulfill NDE's measurement and reporting needs, AIR will utilize NCES's recent investment to help NDE measure up to 18 aspects of school climate, including various aspects of student engagement, relationships, school safety, the learning environment, and the social and emotional growth of students. Specifically, we will provide Nevada with a customized school climate and SEL survey based on SCLS.

Aligning with this model will allow NDE a unique opportunity to compare the scores of its schools and districts against national benchmarks that will be available beginning in 2016 and to be the leading state in adopting a statewide SCLS initiative.

Since the SCLS model does not include a domain focused on SEL growth of students—a measurement priority of NDE—we will incorporate the SEL survey module originally developed by AIR and later adapted by Washoe County, Nevada, allowing for consistent measurement and comparison in Washoe school district.

In the following sections, we detail the ways that AIR will expand SCLS and will develop a survey administration platform to best fit NDE's data collection and reporting needs. In brief, we will update the surveys, adding and removing topic areas as needed. Then, we will expand on the existing psychometric work to produce standards that result in meaningful cut points and categories for each topic area. Further, we will develop administration procedures that allow all students to participate in the survey and that require minimal burden to schools and districts, develop Web-based administration tools, and fine tune these tools and procedures based on the pilot administration. AIR will provide survey preparation and administration support to each of Nevada's 18 school districts to ensure that each district has a successful data collection, and we will develop sophisticated reports that can assist stakeholders in meaningful data interpretation.

Throughout this proposal, we focus on strategic investments in Year 1 that will allow NDE to sustain its measurement efforts over time for a minimal cost. In order to successfully accomplish the tasks laid out in this proposal, we have put together a team of school climate and measurement experts from AIR who were involved in the development of SCLS and experts in the development of Web-based survey platforms. Together, our team will provide NDE with a customized, strategic, and sustainable solution to its need to collect high-quality school climate and SEL data that can help to drive decision making across Nevada's schools and school districts.

This initial proposal can be negotiated and adapted to fit the needs of NDE.

3.3 Project Timeline

3.3.1 Proposing vendors must submit a preliminary project timeline as part of the information provided. This should correspond with the time constraints (refer to Section 1.2.1).

3.3.1.1 The intention will be to pilot the selected survey in either specific grade levels or a specific district, with the intention of full scale roll out by the end of the contract period as more funding becomes available.

AIR's proposed timeline of activities is outlined in Table 1. To address NDE's target date of fall 2015 for the pilot administration and considering the scope of work AIR proposes prior to the pilot, the timeline reflects a pilot administration in late fall (December 2015), with revisions and automations in place to begin a full-scale launch in March 2016. These proposed timelines can be adjusted to fit the needs of NDE.

Years 2, 3, and 4 timelines will be dependent on scheduling the survey in individual school districts, although we anticipate surveying to occur primarily in the spring of each year.

Table 1. Proposed Project Timeline of Key Milestones, Year 1

Activity or Milestone	Estimated Timeline
Contract Award	September-15
Project Kickoff Meeting	September-15
Platform Development*	November-15
Administration Materials	November-15
Pilot Administration	December-15
Reporting Template	October-15
Reporting Automation	January-16
Standard Setting	February-16
Incorporation of cut points to platform	March-16
Full-Scale 2016 Administration	March - June - 16
School and District Reports**	March - June - 16
End-of-Year Technical Report	August, 2016

*Development of platform will require approximately 10 weeks.

**Reports will be available within an estimated 72 hours of data collection close after the initial report development and automation, which is expected to be completed in January 2016.

3.4 Project Management

3.4.1 Proposing vendors must describe their approach to promoting a working relationship with NDE, including but not limited to the following factors:

3.4.1.1 Regular communications with NDE staff through a variety of methods including e-mail, phone, conference calls, video conferencing, and meetings;

3.4.1.2 An approach that is collaborative, client-oriented, and proactive in terms of services and planning needed to complete a successful Survey administration;

AIR's philosophy toward project management fosters client-centered communication and our ability to deliver high-quality products on time. Based on our 55-year history of conducting survey research in schools and school districts, we propose a series of management procedures and organizational approaches that support our ability to (1) manage the tasks and interrelationships among AIR staff, NDE staff, and external parties; (2) guarantee skilled staff and continuity of personnel; and (3) ensure appropriate quality and cost controls.

Communication about the status of work performed under this contract will be maintained through recurring meetings to take place by conference call or videoconference. The frequency of meetings (and associated progress reports) will be weekly, biweekly, or monthly based on the volume of ongoing work and as determined by NDE. Each project meeting will provide an opportunity for NDE to monitor the work to be performed and provide feedback, assess progress and work quality for all survey activities, and recommend steps to maximize the quality of all deliverables.

AIR will maintain an integrated monitoring system (IMS), an electronic archive of project documents and deliverables. AIR's AIRSpace is an extranet SharePoint system that can share secure documents, manage calendars, and track due dates with AIR clients and consultants. As appropriate, the IMS will include draft and final deliverables, meeting notes, and task schedules. The IMS will be accessible by key NDE staff, providing remote access to information in a secure environment. Our team will update the IMS throughout the life of the contract and deliver the complete archive to NDE at the end of the contract.

AIR's culture is one of collaboration and open communication with our clients and staff. This approach is essential to achieving any project's goals. We are confident about our ability to design and execute a sound and successful data collection, and we believe that maintaining an open and honest line of communication is essential to address problems and implement improvements quickly and with little to no disruption to the project. In the event of potential problems or delays in the timeline, the AIR Project Director will immediately notify NDE and propose solutions for efficiently moving forward.

3.4.1.3 Availability to NDE staff to answer questions and offer technical expertise and advise on Survey issues;

Although recurring scheduled meetings are necessary to operate this type of contract successfully, informal communication is perhaps even more important. Our staff members are available by phone, e-mail, and videoconferencing for informal discussions and working group meetings as needed. Our project staff are well versed in an array of areas related to survey methodology and will offer this expertise to NDE as needed.

3.4.1.4 Assurances that the survey will comply with adopted procedures for State-administered surveys and ensure students who are enrolled in public schools can participate;

3.4.1.5 Assurance that the assessment meets compliance and peer review requirements of the United States Department of Education;

AIR will comply with Nevada's survey procedures as directed by NDE, and will ensure that all students who are enrolled in public schools can participate in the survey. In addition, we will ensure that changes made to the proposed surveys developed by the U.S. Department of Education (ED) do not violate ED's requirements.

3.4.1.6 Arrangement of at least one planning meeting with NDE staff to be held each contract year;

A. Contracted vendor will pay for the meeting room and meals provided for the meeting.

AIR will host an annual planning meeting between AIR and NDE staff. The goals of the annual meeting include, but are not limited to, discussing lessons learned from the prior contract year and potential improvements for the upcoming project year; refining the proposed management, staffing, and scheduling plans for the upcoming data collection season; and addressing feedback received from stakeholders, if applicable. For costing, we assume that the meeting will be held near NDE headquarters, that one key staff member will attend the meeting in person, and that AIR will pay for the meeting space and meals. We assume a maximum of 20 participants at each annual meeting.

The AIR Project Director will provide all meeting participants with advance materials that will be used to facilitate discussion during the annual planning meetings. AIR will collaborate with NDE in advance of the meeting to develop an agenda for the annual planning meeting and will provide NDE staff with an agenda, data collection plan, and preliminary timelines to facilitate discussion. The Project Director will prepare additional materials, as needed, and at the request of NDE. Materials for all meetings will be provided in sufficient quantity in advance of the meeting date and at the time of the meeting; meeting minutes will be posted to the IMS and/or delivered via e-mail no later than three days after the annual planning meeting.

3.4.1.7 Attendance at relevant Survey Security and Administration trainings; and

3.4.1.8 Routine presentations related to program management and planning meetings.

At the direction of NDE, AIR project staff will attend relevant Survey Security and Administration Trainings. We also will provide routine presentations related to program management. For these meetings and trainings, we will provide summary notes at NDE's request. To keep travel costs to a minimum, we will attend or host presentations virtually when possible (e.g., via Adobe Connect). For planning purposes, we have assumed attendance at three events per year including the annual planning meeting but exclusive of regular meetings with the NDE project team, for a maximum of 12 events across the four contract years, for which six of the 12 events will require out-of-state travel for one AIR staff member.

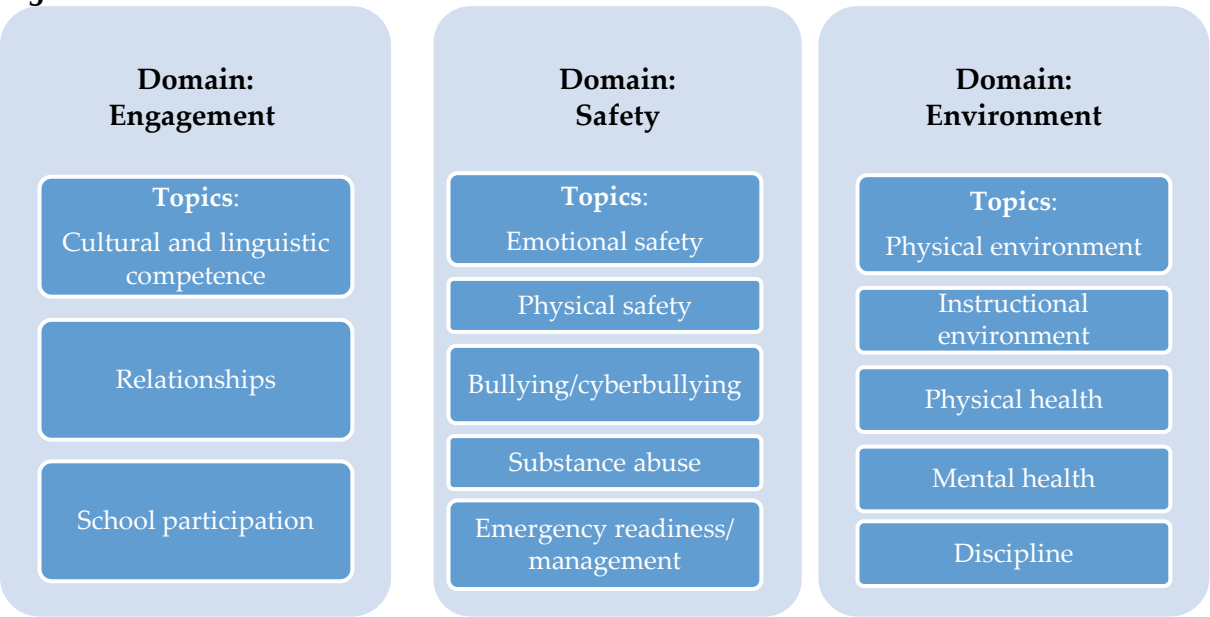
3.5 Functional and Technical Requirement

3.5.1 Survey Design, Item Development, and Form Publishing

3.5.1.1 Proposing vendors must demonstrate how the survey provides valid and reliable information on perceptions of student engagement, interpersonal relationships, school safety, the learning environment, and the social and emotional growth of students; and

SCLS was developed in conjunction with some of the nation's leading experts in school climate, along with experts in survey methodology, measurement, and psychometrics, and with the guidance of both NCES and OSHS. The resulting SCLS model covers the following 13 aspects of school climate, across the domains of Engagement, Safety, and Environment, as shown in Figure 2.[7]

Figure 2. SCLS Model

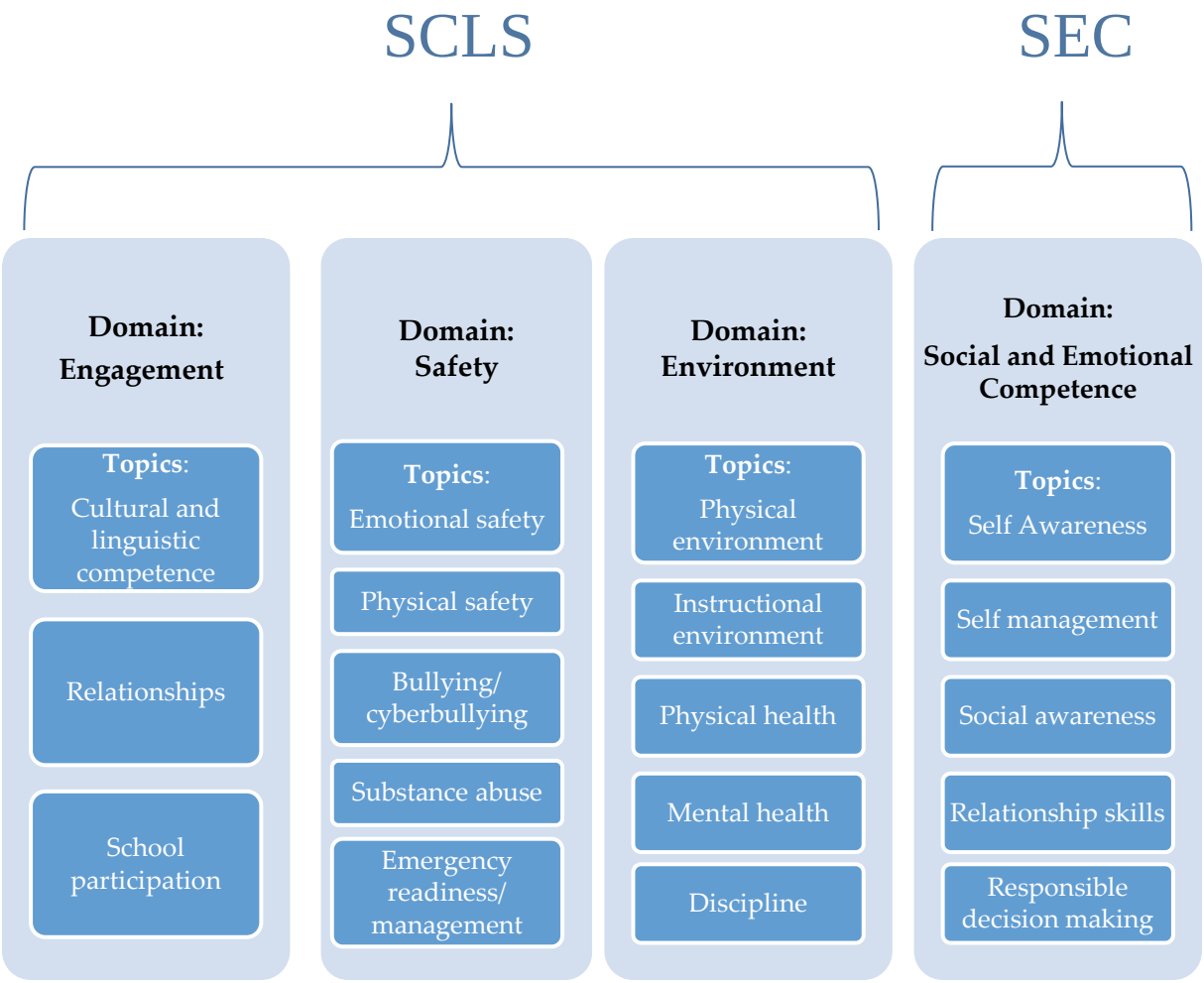


We will begin with the normed and validated SCLS to measure the school climate constructs that are of interest to NDE, including various aspects of student engagement, relationships, school safety, and the learning environment. As of the date of submission, SCLS scales are undergoing pilot testing and psychometric work by psychometric experts under the guidance of NCES. Completed psychometrics and resulting final scales are expected in September 2015.

In order to measure the social and emotional growth of students, which is not captured in the SCLS model, we propose adding a student self-report measure of SEL skills that has been used in Washoe County and was adapted from an AIR-developed scale that is being used in whole or adapted form in Austin, Texas; Chicago (Rock Island Network), Illinois; Chicago (West Side Network), Illinois; and Nashville, Tennessee; and Cleveland, Ohio. The proposed scale provides valid and reliable measures of the following social and emotional skills; self-awareness; self-management; social awareness; relationship skills; and responsible decision making. Information about the reliability of this measure can be found in Section 3.7.1. With the addition of the SEL skills module, the proposed module for the Nevada School Climate and SEL survey is presented in Figure 3.

[7] Items related to "emergency readiness and management" will contribute to the overall Safety domain if applicable; however, "emergency readiness and management" will not have an associated scale score due to a low number of items.

Figure 3. Nevada School Climate and SEL Survey Model



3.5.1.2 Proposing vendors must demonstrate the ability to provide all students, including those with a disability, access to the survey, including but not limited to printing vision-impaired survey booklets based on order amounts from school districts and the ability to create Braille survey booklets based on order amounts from school districts if the survey is delivered in a paper/pencil format.

Survey administration procedures will be developed with a focus on ensuring that all students, including those with a disability, have access to the Nevada School Climate and SEL survey. Examples of student accommodations that will be accounted for in the survey administration procedures include, but are not limited to, reading aloud to students, use of bilingual dictionaries, extended time, small-group administrations, and magnification devices. The survey platform

will be Section 508 compliant,[8] allowing for screen readers to be used to assist visually impaired students.

3.6 Test Administration, Logistics, and Data Processing

3.6.1 Contracted vendor must provide a service call center/help desk two (2) weeks prior to, during, and two (2) weeks after the survey window(s).

In addition to the direct planning support that will be provided to school districts, AIR will set up and manage a Help Desk toll-free telephone number and e-mail address where school and school district staff can seek help in real time throughout the survey administration windows. As is our standard practice, AIR will respond to inquiries received by the Help Desk to resolve any technical issues related to the survey administration or to provide general survey administration assistance. AIR staff will ensure that requests for help are addressed within 24 hours. All inquiries will be logged, and a summary will be provided to NDE at the end of each school year. The Help Desk will be staffed and operational at least two weeks prior to a survey administration window and at least two weeks after the close of a survey administration window. Due to the individual scheduling for each of the 18 school districts, we anticipate the Help Desk to be consistently operational during February, March, April, and May of each survey administration year.

3.6.2 Contracted vendor must deliver and/or provide access to the survey materials to schools two (2) weeks before the testing window.

In preparation for data collection, AIR will provide, at a minimum, the following materials to schools participating in the survey:

- ***Reference copies of the questionnaire***
- ***Survey Administration Manuals***
- ***Respondent Login credentials***

Reference questionnaires and survey administration manuals will be publically available online. In order to promote data quality by controlling access to the survey, login credentials will be disseminated directly to schools or school districts at least two weeks prior to survey administration.

3.6.3 Contracted vendor must sequence the dates for the return and scoring of the assessment to minimize turnaround time for reporting student scores to the schools and school scores to NDE in order to meet NDE's data analysis deadlines.

3.6.4 NDE will expect electronic reporting of school reports to occur within a timeframe to be negotiated, but in no instance more than 28 calendar days from the return of the answer documents if the assessment is delivered in a paper/pencil format.

[8] Under Section 508 (29 U.S.C. § 794d), federal agencies must give members of the public access to information that is comparable to the access available to others, including information disseminated via information technology.

As described in Section 3.1.4.2, AIR will work with NDE to develop reporting templates that provide stakeholders with easily interpretable and meaningful information as we have done for the Cleveland Conditions for Learning survey (example school and district reports are included in Appendices A and B, respectively).

To provide results that are usable by a general audience, we propose using the cut points as determined by the standard setting procedures described in Section 3.7.1 to report survey results as the percentages of respondents who feel that each climate aspect needs improvement, is adequate, or is excellent. To provide scale measures that can be compared to national SCLS benchmarks, we also will provide transformed theta values consistent with SCLS scoring practices.

The customized report automation process will begin with the development of reporting templates for which AIR will provide options to NDE for format, layout, focus, and aesthetics. In addition, we will provide Spanish translations of each report. With input from NDE, AIR will provide reporting options such as cross sectional versus longitudinal reporting and templates that incorporate all respondent groups versus one respondent group per report.

Once the templates have been approved by NDE, AIR will produce scripts that automate the data population from individual data points in the data file to the associated fields in the PDF report template. This process enables timely reporting while reducing the chance of data error. After the initial development and testing of these scripts, automation will allow these sophisticated reports to be produced in short time periods, generally within 72 hours from the close of data collection but in no circumstances more than 28 days of the close of data collection.[9]

Throughout the process of report template development, AIR will focus on the needs of the end user and will produce reports that, although grounded in rigorous psychometrics, do not appear technical in nature. These reports will display simple tables, graphs, and data interpretations that are easy to read.

3.6.5 Contracted vendor must collaborate with NDE staff and develop business decision rules consistent with existing practices for data file layout, data processing, and reporting.

AIR will collaborate with NDE to develop decision rules for preparing, processing, and reporting data. These rules may encompass topics such as suppression, dealing with missing data, and ensuring respondent confidentiality. We will offer NDE our extensive experience preparing and processing data for federal, state, and district surveys; for example, AIR has developed processing and reporting rules for NCES's School Survey on Crime and Safety, Schools and Staffing Surveys, and SCLS as well as for Cleveland's Conditions for Learning survey and Conditions for Teaching survey.

Throughout the decision-making process, we will focus on maintaining respondent confidentiality and avoiding disclosure. For example, in collaboration with NDE and utilizing prior work completed by ED for SCLS, we will determine the minimum reporting requirements that

[9] If NDE opts for a Braille paper questionnaire option, the close of data collection for that district will be defined as the later of either the scheduled end date of the prescribed data collection window or the receipt of completed Braille questionnaires.

protect respondent confidentiality and will suppress values that do not meet these minimum thresholds. Such thresholds may include suppression of aggregated scale score data for any subgroup with fewer than 10 respondents to minimize disclosure risk to respondents.

3.7 Scoring, Data Analysis, and Reporting

3.7.1 Contracted vendor must provide psychometric support to scoring, data analysis, and reporting.

The SCLS scales were developed in collaboration with content and methodological experts to provide robust measurements of school climate as defined by the Safe Supportive Learning Environments model and utilized existing validated survey items where possible. Using pilot data, the scales are being refined through the use of confirmatory factor analysis to ensure that the items share a common factor as hypothesized. Item Response Theory (IRT) analysis will be conducted for item calibration using a Rasch rating scale model in order to produce theta values[10] (by taking into account the probability that a respondent will endorse each item as a function of his or her standing on the latent construct that is being measured), and final SCLS scale scores are provided as transformed theta values. A Rasch rating scale model was also used to develop the scores for the SEL scale adapted for use in Washoe County, which was designed with 30 items and five subdomains. Subscale reliability ranges from .65 to .76 for the full scale and from .61 to .72 when shorter modified versions are included. Because Washoe County, one of Nevada's largest districts, has begun using a modified version of this scale, we recommend using Washoe's adapted version to enable NDE to observe change over time in that district.

AIR will score each assessment to be consistent with scoring methods used for SCLS, calculating a transformed theta score for each topic area for each respondent that can be aggregated to the school or district levels.

These transformed theta scores; however, are not meaningful to a public audience. AIR will therefore use a standard setting procedure to determine the cut points that correspond to three categories for each scale: Needs Improvement, Adequate, and Excellent. Standard setting is most commonly used in student achievement testing and is defined as a systematic process by which trained participants use their knowledge of academic content standards, test items, and student performance to recommend cut-scores associated with each proficiency level on the test (i.e., specify how much of the content standards students must know and be able to do in order to meet each proficiency level). Similar processes can be used for surveys, whereby cut scores for each category are determined by expert panel rankings. That is, experts in the construct being measured rank how each response option categorizes a school as "needs improvement," is "adequate," or is "excellent." For example, the Conditions for Learning (CFL) survey requires students to rate the extent to which they agree with the following statement: "Adults in this school are often too busy to give extra help." During the standard-setting process for the CFL survey, each expert panel member was required to make four

[10] A theta score is an estimate of an individual's standing on a latent trait. Most values fall between -3 (representing extremely low standing on the latent trait relative to other individual's responses) and +3 (representing extremely high standing on the latent trait relative to others). SCLS scores are provided as a transformation of these values, eliminating decimals and negative values so that the scores are more user friendly.

ratings for this item. The first rating was whether a student response of "Strongly Disagree" is consistent with a school that is Excellent, Adequate, or Needs Improvement. The second rating was whether a student response of "Disagree" is consistent with a school in one of those three levels. The third and fourth ratings corresponded to "Agree" and "Strongly Agree," respectively.

The panelists' responses are then entered into a logistic regression to model the probability that an item was associated with the higher score category as a function of the theta value. Specifically, each rater's decisions are entered into the logistic regression model where the lower score category is coded as 0, and the higher score category is coded as 1. Thus, the model predicts the log-odds of a response being associated with the higher score level as a function of its difficulty on the theta scale.

Cut points are then set at the point where the probability of being in either category is equal to .50, or 50 percent. Once respondent-level cut points are determined, respondent scores can be aggregated such that the percentage of respondents in a school (or school district) whose responses indicate that their school needs improvement, is adequate, or is excellent for each of the scales is reported.

As part of the standards setting process, AIR will identify experts in each of the domains to serve as raters, incorporating Nevada experts and/or educators as appropriate and determined in collaboration with NDE. AIR staff will prepare rater materials and train raters as needed and will perform all analyses necessary to determine appropriate cut points. These analyses will be completed in time to be incorporated into survey reporting for the first full-scale administration in spring 2016.

3.7.2 Contracted vendor must score all assessments, utilizing the Nevada Bighorn Portal for secure data transfer to and from NDE and to and from the school districts.

Protecting respondent data is of the utmost importance to AIR and, as such, we will access, store, and transfer data securely as described in this section.

Data Access: The Web-based survey administration platform application will be hosted on Amazon Web Services (AWS) infrastructure as described in Section 3.1.4.1.F, and survey data exported from the platform will be stored on AIR's secure servers in order to protect respondent data. Access to the survey data will be based on a "need-to-know" basis. Anyone not working on the behalf of NDE and the Nevada School Climate and SEL survey project (or as a systems administrator) will not be allowed access to the survey data.

Data Storage: The primary storage area for electronic project files is physically located in either a data center or secure server room. Storing data on PC or laptop hard drives, tablet computers, smart phones/handhelds, etc. is not authorized unless the data file is encrypted with an AIR-approved encryption application. Identifiable or restricted survey data may be stored on portable storage (e.g., external USB storage, flash drives, DVD/CDs) only when unavoidable and only when the following security measures/procedures are in place:

- ***Storage device or files stored on it shall be protected using either disk- or file-level encryption supported by AIR IT.***

- ***Passwords/passphrases used to encrypt/decrypt files or provide access to the device as a minimum must meet the AIR password standards.***

Data Transfer: Transfer of electronic identifiable data between NDE and AIR, and between AIR and any vendors, may occur only through a secured server (SFTP website). AIR will request access to the Nevada Bighorn Portal for its key staff (including project staff and IT/Administrative staff) and will use this portal for any transfer of identifiable or restricted data to NDE.

3.7.3 Contracted vendor must provide services on-line, which must include the following:

3.7.3.1 Upcoming assessment schedule;
3.7.3.2 Reporting;
3.7.3.3 Principal certifications;
3.7.3.4 Administration manuals;
3.7.3.5 Additional materials order; and
3.7.3.6 Assessment materials pickup.

As described in Section 3.1.4.1.D, AIR will set up a survey website (e.g., https://NevadaSchoolClimate.org/) where we will post information about the survey including, but not limited to, the survey administration schedule, administration instruction manuals, and information on how to request reports online. Because our proposed survey administration uses only Web-based materials, order and pickup forms will not be needed.

3.7.4 Contracted vendor must publish a survey specific technical report each contract year.

3.7.4.1 The format and content for this technical report must meet industry standards.

3.7.5 Contracted vendor must publish an interpretation guide to explain school score reporting to teachers and parents in both English and Spanish.

Our staff have authored technical reports (including survey documentation, user's manuals, codebooks, methodological reports, and interpretation guides) for federal surveys such as the Schools and Staffing Surveys, the Teacher Follow Up Surveys, and the School Survey on Crime and Safety, and nonfederal surveys such as the Cleveland Conditions for Learning survey. We will leverage our extensive experience to produce a thorough and accurate technical report of the Nevada School Climate and SEL survey that aligns with industry standards for each contract year. Topics may include, but are not limited to, the following:

- ***History and development of the Nevada School Climate and SEL survey***
- ***Introduction to the Nevada School Climate and SEL scales***
- ***Survey administration procedures***
- ***Population and response rates***
- ***Data collection methods***
- ***Scaling information (modeling, standard setting, and scoring)***

As we design the reporting template as detailed in Section 3.1.4.2, it will be our recommendation that scale interpretation be included directly in the report, with a section provided for each topic area that provides examples of the school environment in each category (e.g., "Needs Improvement," "Adequate," and "Excellent") and guidance on data interpretation. AIR will make this document available in both English and Spanish. We can develop additional interpretation documentation at NDE's request.

Section 4 – Company Background and References

4.1 Vendor Information

4.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	American Institutes for Research
Ownership (sole proprietor, partnership, etc.):	Not for Profit Corporation
State of incorporation:	PA
Date of incorporation:	12/31/1946
# of years in business:	69 years
List of top officers:	David Myers, President; Marijo Ahlgrimm, Treasurer, Sr. VP and Chief Financial Officer; Dona Kilpatrick, Secretary
Location of company headquarters:	1000 Thomas Jefferson St., NW Washington, DC 20007-3835
Location(s) of the company offices:	• 1990 K Street Suite 1C NW, Washington DC 20006-1107; • Druid Chase Park, Suite 180, 2801 Buford Highway NE, Atlanta GA 30329; • Center for Integrating Education & Research in Schools, 400 E. Pratt Street Suite 819, Baltimore MD 21202; • 100 Europa Drive Suite 315, Chapel Hill, NC 275217 • 20 North Wacker Drive Suite 1231, Chicago, IL 606062901 • 41 South High Street Suite 2425, Columbus, OH 43215 • 7315-A Grove Road, Frederick, MD 21704 • 1601 Kapiolani Blvd. Suite 900, Honolulu, HI 96814 • 1433 N. Meridian St., Suite 206, Indianapolis, IN 46202 • 1120 East Diehl Road Suite 200, Naperville, IL 60563-1486 • 22 Cortlandt Street Floor 16, New York, NY 10007-3139 • 820 Freeway Drive North, Columbus, OH 43229 • 1001 SW 5th Ave 11th Floor, Portland, OR 97204

Question	Response
	• 2151 River Plaza Drive Suite 320, Sacramento, CA 958334130 • 2800 Campus Drive Suite 200, San Mateo, CA 94403 • 11720 Plaza America Drive, Reston, VA 20190 • 10720 Columbia Pike Suite 500, Silver Spring, MD 20901-4400 • 6003 Executive Blvd., 3rd Floor, Rockville, MD 20852-3823 • 201 Jones Road 1st Floor West, Waltham, MA 024511600
Location(s) of the office that will provide the services described in this RFP:	Chicago, Illinois, Washington, DC and San Mateo, California
Number of employees locally with the expertise to support the requirements identified in this RFP:	0
Number of employees nationally with the expertise to support the requirements in this RFP:	35
Location(s) from which employees will be assigned for this project:	Chicago, Illinois, Washington, DC and San Mateo, California

4.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

4.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://sos.state.nv.us.

Question	Response
Nevada Business License Number:	Tax Exempt, please see attachment under tab 2 State Documents
Legal Entity Name:	American Institutes for Research in the Behavioral Sciences

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes		No	X

If "No", provide explanation.

DBA is American Institutes for Research

4.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes		No	X

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Question	**Response**
Name of State agency:	STATE OF NEVADA DEPT. OF ADMINISTRATION
State agency contact name:	Rorie Fitzpatrick
Dates when services were performed:	10/14/2008 - 9/30/2009
Type of duties performed:	The Nevada Department of Education requests an analysis of the state's special education finance system and recommendations for creating and implementing a system that provides flexibility as well as accountability.
Total dollar value of the contract:	$79,776.00

Question	**Response**
Name of State agency:	State of Nevada DOE
State agency contact name:	Richard Vineyard
Dates when services were performed:	02/12/2013 – 03/31/2013
Type of duties performed:	TA NV Teaching
Total dollar value of the contract:	$14,427.00

Question	**Response**
Name of State agency:	State of Nevada
State agency contact name:	Richard Vineyard
Dates when services were performed:	03/12/20013 – 09/30/2013
Type of duties performed:	SSMD for the NV
Total dollar value of the contract:	$14,427.00

Question	**Response**
Name of State agency:	State of Nevada Legislative Counsel Bureau
State agency contact name:	Julie Waller
Dates when services were performed:	03/12/2013 – 09/30/2013

Question	Response
Type of duties performed:	The Nevada Legislative Counsel Bureau requested a study be done that investigates their exisitng system of public school funding and makes recommendations of "best practices" that might be incorporated in order to improve the equity with which resources are allocated according to student and regional needs.
Total dollar value of the contract:	$125,000.00

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	X

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	X

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Question	Response
Date of alleged contract failure or breach:	
Parties involved:	
Description of the contract failure, contract breach, or litigation, including the products or services involved:	

Question	Response	
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 3179.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	X	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 3179.***

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

Since 1946, we have worked with federal, state, and local government agencies and with public and private organizations, including foundations, corporations, courts, and schools in the United States and abroad. Our responsiveness, flexibility, product quality, and strong deadline orientation have earned AIR a national and international reputation for efficient and effective work that consistently meets clients' needs. Our six program areas are:

- ***Analysis of Longitudinal Data in Education Research (ALDER)***
- ***Assessment***
- ***Education***
- ***Health and Social Development***
- ***International Development, Evaluation, and Research***
- ***Workforce and Lifelong Learning***

More than 1,600 research, technical, administrative, and clerical personnel work at AIR. Sociologists, economists, technical assistance consultants, industrial psychologists, political scientists, physicians, education researchers, computer experts, systems analysts, statisticians, engineers, linguists, communications experts, conference coordinators, writers, editors, videographers, and graphic artists innovate together in many combinations. Fifty-nine percent of our domestic program staff members hold advanced degrees, and 34 percent of these hold doctoral or equivalent terminal degrees. Our annual business volume was approximately $388 million in 2014 (60 percent federal, 35 percent state and local, and 5 percent commercial and foundation).

To meet our clients' and sponsors' specific needs, we build diverse project teams of experts from a variety of academic disciplines with deep expertise in research and practice. An AIR strong suit is multidisciplinary problem-solving. For the development and execution of the Nevada School Climate and SEL survey, we offer a team with a record of delivering superior products and demonstrating flexibility in adapting to the evolving needs of our clients. This team includes staff with expertise in school climate and SEL research, measurement and survey methodology, and Web-based platform development. Together, this team is in the forefront of school climate research; is experienced conducting survey research and survey implementation at the federal, state, district, and school levels; and has deep expertise in developing custom software applications for states and school districts. Together, we will design surveys and tools that will enable Nevada to obtain high-quality school climate survey data.

Education

The Center for Survey Methods (CSM) is housed in AIR's Education program. The Education program is committed to applying the best research evidence available to ensure that all students—particularly those facing the greatest disadvantages—have access to a high-quality, effective education. The program's 500 staff work to illuminate the root causes of the most pressing education challenges and to measure the impact of the best known solutions. We ask the difficult questions to increase the field's understanding of what works and why, and our answers drive positive change.

Education program staff manage a diverse portfolio of work including more than 250 contracts and grants—ranging from direct consulting assignments to multiyear research and technical assistance projects—from a variety of government, public, and private sector clients. CSM supports the design, collection, analysis, and dissemination of statistics that are objective, accurate, and timely. By employing leading-edge approaches built on methodologically sound research and established theory, we provide our clients with the most efficient solutions to their research questions. Our comprehensive team of experts works with federal statistics and large, complex surveys in the public, private, and nonprofit sectors. Our expertise covers every step of the survey research process, bringing a breadth and depth of knowledge in survey design and development, management of survey operations, data processing and diagnostics, statistical analysis and reporting, and quality assurance and control.

Client Technology

AIR's Client Technology (CT) staff support the programmatic efforts of AIR with extensive knowledge and experience in assessment, design, development, testing, and support of informational websites to disseminate content, resources, and tools to targeted audiences. CT staff work collaboratively with clients to determine the best technology solutions to suit the need of each deliverable. In addition to tools such as Drupal, PHP, HTML, CSS, and JavaScript, CT staff also employ the latest technology in .NET and SQL Server. CT is also able to meet Section 508 compliance when issues of accessibility arise in the development of electronic media. With an infrastructure capable of hosting informational and database-driven websites, CT offers support for online data collection in any stage of the project development life cycle. CT staff have a demonstrated record of success with clients on past projects, including those highlighted in the following Project Descriptions section.

Project Descriptions

The following selected project descriptions illustrate our organizational capacity to perform the work described in this proposal and demonstrate the depth and breadth of our survey expertise.

Cleveland Conditions for Learning Survey (CFL)

AIR's Center for Survey Methods provides technical expertise to the Cleveland Metropolitan School District (CMSD) in the areas of survey preparation, operations, and administration; statistical methodology; psychometric support and standard setting; data analysis and

reporting; and project management. CMSD is a large and struggling school district that recognizes the importance of data-driven decision making to promote positive school climate in its efforts to improve student outcomes; as such, it has administered AIR's Conditions for Learning (CFL) survey annually since 2007. During the 2012–13 school year, under the highlighted contract, AIR led the effort to transition the survey from a paper-based administration to a Web-based administration, allowing CMSD to obtain data at multiple points throughout the school year, resulting in more timely data and results. Our work included developing a Web-based survey administration platform (and designing the survey administration procedures for it); redesigning the psychometric properties of the survey to allow for more timely analysis; developing new data editing procedures; producing user-friendly reports of the results; and assisting CMSD staff to interpret the results through presentations and messaging materials.

ESSIN Task 31, Design of the School Climate Surveys (SCLS)

In early 2013, the U.S. Department of Education announced efforts to help the nation's schools "create safer and more nurturing school climates" would be a high priority. One component of this effort is the development of a school climate measurement platform to provide valid and reliable measures of school climate for local education agencies including schools, school districts, and states. AIR's Education program led the production of the resulting surveys, including the development of several position papers and the convening of national experts in school climate to assist with survey development. In partnership with Sanametrix, Inc., AIR designed and developed the state-of-the-art Web-based administration platform to be hosted and maintained on education agencies' servers and will be made available to schools and districts license free with built-in features to minimize disclosure risk, process survey data, allow for the import and export of data, and provide timely survey results. In preparation for the release of the SCLS, AIR developed survey administration procedures and instruction manuals for the technical installation and configuration of the platform as well as the SCLS administration procedures.

AIR's work on the development of the SCLS surveys and administration tools provides us with unique expertise to successfully execute the SCLS modifications and enhancements proposed for this project.

The National Center for Safe Supportive Learning Environments (NCSSLE)

The National Center on Safe Supportive Learning Environments (NCSSLE) is funded by the U.S. Department of Education's Office of Safe and Healthy Students and the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA). Specifically, the Center: (1) provides training and support to state administrators, including grantees funded under the Safe and Supportive Schools grant program; grantees funded under Project Prevent; school and district administrators; institutions of higher education; teachers; support staff at schools; communities and families; and students and (2) seeks to improve schools' conditions for learning through measurement and program implementation so that all students have the opportunity to realize academic success in safe and supportive environments.

NCSSLE has supported the school climate measurement and improvement efforts of more than 200 school districts (and nearly 1,000 schools). We will leverage our experience and lessons learned to provide superior survey assistance to Nevada's schools and school districts for the proposed project.

Wisconsin Online Youth Risk Behavior Survey

In 2007, AIR developed the Online Youth Risk Behavior Survey (OYRBS) system for the Wisconsin Department of Public Instruction. AIR continues to host, maintain, and enhance the OYRBS system. OYRBS is used by Wisconsin school districts, private schools, tribes, cooperative educational services agencies, and county agencies to gather local student self-reported data on health behavior, attitudes and perceptions, and protective factors. These data can help raise awareness of important health issues; influence societal norms and perceptions; show the need for funding; and capture the need for, and monitor the impact of, prevention programs for school-age youth. More than 300 school districts in Wisconsin have successfully used the OYRBS to gather data about their middle school and high school students.

Wisconsin Information Network for Successful Schools (WINSS) Characteristics of Successful Schools (CSS) Surveys

Starting in 2005, AIR developed the WINSS CSS survey application in conjunction with Wisconsin Department of Public Instruction (DPI) staff as part of the WINSS website. The CSS surveys are eight surveys that school districts can use with a variety of stakeholders to see how closely aligned their district practices are with successful school districts. Through the years, a Student School Climate Survey, a Staff School Climate Survey, and a School Improvement Planning Tool have been added. AIR continues to host and maintain this application for Wisconsin DPI.

Our Goals

Our clients are diverse, each operating in a different context with a unique set of needs. We customize methods and services to best support each project, always with the same goals in mind:

- ***Improve performance throughout educational systems with a focus on student achievement.***
- ***Ensure that every school has a great leader and every classroom has a great teacher.***
- ***Through rigorous research, evaluation, and practice, design both traditional and nontraditional environments that are conducive to learning.***
- ***Inform school programs and policies to help all students—including English language learners and those with disabilities—achieve their highest potential.***
- ***Analyze higher education spending, revenues, and outcomes and provide tools to help families and students make informed decisions.***
- ***Identify barriers students face to college and career readiness and create strategies to help overcome these barriers.***

- ***Enhance organizational effectiveness and improve the performance of individuals and teams.***

Our Clients

Selected clients include the following:

- ***Corporations. Intel Education Initiative, U.S. News and World Report***
- ***Foundations. Bill & Melinda Gates Foundation, Charles Stewart Mott Foundation, Heising-Simons Foundation, Lumina Foundation for Education, M&S Dell Foundation, Novo Foundation, The Nellie Mae Education Foundation, Rockefeller Foundation, The Spencer Foundation, The William and Flora Hewlett Foundation, William T. Grant Foundation***
- ***Local Education Agencies. Boston Public Schools, Chicago (Illinois) Public Schools, Cleveland (Ohio) Metropolitan School District, Decatur (Illinois) Public Schools, East St. Louis (Illinois) School District, Hazelwood (Missouri) School District, Jefferson County (Colorado) School District, Springfield (Illinois) Public Schools, Syracuse (New York) City School District***
- ***Nonprofit Organizations. ASCD, California Education Partners, Change the Equation, College Summit, Corporation for Public Broadcasting, New York Hall of Science, Say Yes to Education, Success for Kids***
- ***State Education Agencies. District of Columbia Public Schools, Florida Department of Education, Hawaii Department of Education, Illinois Department of Education, Maine Department of Education, Massachusetts Department of Elementary and Secondary Education, Mississippi Department of Education, New York Department of Education, Ohio Department of Education, Texas Education Agency, Vermont Department of Education, Washington Department of Education***
- ***U.S. Department of Education. Charter Schools Program, Office of Elementary and Secondary Education; Office of Innovation and Improvement; Office of Planning, Evaluation and Policy Development; Office of Postsecondary Education; Office of Safe and Healthy Students; Office of Special Education and Rehabilitative Services; Federal Student Aid; Institute of Education Sciences; National Center for Education Statistics***

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

Founded in 1946, AIR is now one of the largest behavioral and social science research organizations in the world. AIR's long history of survey methods and operations began 55 years ago in 1960 with Project Talent, a landmark longitudinal study of 440,000 high school students in 1960 and associated follow-up data collections through 2015. AIR continues its long history of conducting large-scale data collections through our Center for Survey Methods (CSM) and our Education program. With highly experienced and qualified teams of survey research experts, our staff support all facets of survey design, operations, and analysis.

4.1.11 Financial information and documentation to be included in Part III, Confidential Financial Information of vendor's response in accordance with Section 9.5, Part III – Confidential Financial Information.

4.1.11.1 Dun and Bradstreet Number

4.1.11.2 Federal Tax Identification Number

See Part III Confidential Financial Information for the financial information and documentation for this section.

4.2 Subcontractor Information

4.2.1 Does this proposal include the use of subcontractors?

Yes		No	X

If "Yes", vendor must:

4.2.1.1 Identify specific subcontractors and the specific requirements of this RFP for which each proposed subcontractor will perform services.

4.2.1.2 If any tasks are to be completed by subcontractor(s), vendors must:

A. Describe the relevant contractual arrangements;

B. Describe how the work of any subcontractor(s) will be supervised, channels of communication will be maintained and compliance with contract terms assured; and

C. Describe your previous experience with subcontractor(s).

4.2.1.3 Vendors must describe the methodology, processes and tools utilized for:

A. Selecting and qualifying appropriate subcontractors for the project/contract;

B. Ensuring subcontractor compliance with the overall performance objectives for the project;

C. Ensuring that subcontractor deliverables meet the quality objectives of the project/contract; and

D. Providing proof of payment to any subcontractor(s) used for this project/contract, if requested by the State. Proposal should include a plan by which, at the State's request, the State will be notified of such payments.

4.2.1.4 Provide the same information for any proposed subcontractors as requested in ***Section 4.1, Vendor Information***.

4.2.1.5 Business references as specified in ***Section 4.3, Business References*** must be provided for any proposed subcontractors.

4.2.1.6 Vendor shall not allow any subcontractor to commence work until all insurance required of the subcontractor is provided to the vendor.

4.2.1.7 Vendor must notify the using agency of the intended use of any subcontractors not identified within their original proposal and provide the information originally requested in the RFP in ***Section 4.2, Subcontractor Information***. The vendor must receive agency approval prior to subcontractor commencing work.

4.3 Business References

4.3.1 Vendors should provide a maximum of **three (3) business references** from similar projects performed for private, state and/or large local government clients within the **last three (3) years.**

4.3.2 Vendors must provide the following information for ***every*** business reference provided by the vendor and/or subcontractor:

The "Company Name" must be the name of the proposing vendor or the vendor's proposed subcontractor.

Reference #:	3179		
Company Name:	American Institutes for Research		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	National Center for Safe Supportive Learning Environments (NCSSLE)		
Primary Contact Information			
Name:		Rita Foy Moss	

Street Address:	400 Maryland Avenue, SW
City, State, Zip:	Washington, DC 20202
Phone, including area code:	202-453-6728
Facsimile, including area code:	N/A
Email address:	Rita.Foy.Moss@ed.gov
Alternate Contact Information	
Name:	N/A
Street Address:	N/A
City, State, Zip:	N/A
Phone, including area code:	N/A
Facsimile, including area code:	N/A
Email address:	
Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	K-16 schools in the United States face challenging safety, security, and behavior issues. To address those issues and for students and schools to achieve positive outcomes, the conditions for learning must improve. In particular, (1) Students, teachers, families, and schools must have strong relationships with each other and the community (Engagement); (2) Students and teachers must feel safe intellectually and emotionally and be safe from violence, bullying, harassment, and substance use in schools and school-related activities (Safety); and (3) Schools and postsecondary settings should have appropriate facilities, instruct students in well-managed and organized learning environments, treat students fairly, while there, students may require access to mental health and other supports (Environment). The Safe and Supportive Schools TA Center will assist schools, districts, institutions of higher education, and state education agencies in building their capacity for improving conditions for learning; sustaining successful school environments; and managing and implementing their related federally-funded projects.
Original Project/Contract Start Date:	09/27/2012
Original Project/Contract End Date:	09/26/2016
Original Project/Contract Value:	$10,310,997.71
Final Project/Contract Date:	Ongoing
Was project/contract completed in time originally allotted, and if not, why not?	Ongoing
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	Ongoing

Reference #:	3179		
Company Name:	American Institutes for Research		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	ESSIN Task 31: School Climate Surveys		
Primary Contact Information			
Name:		Isaiah O'Rear	
Street Address:		1990 K Street, NW, Room 8133	
City, State, Zip:		Washington, DC 20006	
Phone, including area code:		(202) 502-7378	
Facsimile, including area code:		N/A	
Email address:		Isaiah.orear@ed.gov	
Alternate Contact Information			
Name:		N/A	
Street Address:		N/A	
City, State, Zip:		N/A	
Phone, including area code:		N/A	
Facsimile, including area code:		N/A	
Email address:		N/A	
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:		This project involves the development of the National School Climate Surveys, to be administered to students, instructional staff, noninstructional staff, and parents. We will develop a platform that will allow for fully independent administration by schools, districts, or states. We will field a national study to develop benchmarks for each respondent group.	
Original Project/Contract Start Date:		09/27/2013	
Original Project/Contract End Date:		09/26/2016	
Original Project/Contract Value:		$4,192,996.00	
Final Project/Contract Date:		Ongoing	
Was project/contract completed in time originally allotted, and if not, why not?		Ongoing	
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?		Ongoing	

Reference #:	3179
Company Name:	American Institutes for Research
Identify role company will have for this RFP project (Check appropriate role below):	

X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	Cleveland Conditions for Learning Survey Project		
Primary Contact Information			
Name:		Chris Broughton	
Street Address:		1111 Superior Ave E, Suite 1800	
City, State, Zip:		Cleveland, OH 44114	
Phone, including area code:		216-838-0118	
Facsimile, including area code:		N/A	
Email address:		Christopher.Broughton@clevelandmetroschools.org	
Alternate Contact Information			
Name:		N/A	
Street Address:		N/A	
City, State, Zip:		N/A	
Phone, including area code:		N/A	
Facsimile, including area code:		N/A	
Email address:		N/A	
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:		This contract is for AIR to continue supporting the Cleveland Metropolitan School District (CMSD) in its efforts to use data to drive decision making by administering the Conditions for Learning (CFL) survey three times throughout the 2013-14 school year and three times throughout the 2014-15 school year. During the 2012-13 school year, AIR transitioned the long-standing survey from paper-and-pencil to a web-based format and administered the survey three times. This contract is a continuation and expansion of that work, incorporating technical assistance through webinars and presentations on the importance of data-driven decision making and high-quality data.	
Original Project/Contract Start Date:		09/01/2013	
Original Project/Contract End Date:		8/30/2015	
Original Project/Contract Value:		$458,182.00	
Final Project/Contract Date:		Ongoing	
Was project/contract completed in time originally allotted, and if not, why not?		Ongoing	
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?		Ongoing	

4.3.3 Vendors must also submit ***Attachment F, Reference Questionnaire*** to the business references that are identified in ***Section 4.3.2***.

4.3.4 The company identified as the business references **must** submit the Reference Questionnaire directly to the Purchasing Division.

4.3.5 It is the vendor's responsibility to ensure that completed forms are received by the Purchasing Division on or before the deadline as specified in ***Section 8, RFP Timeline*** for inclusion in the evaluation process. Reference Questionnaires not received, or not complete, may adversely affect the vendor's score in the evaluation process.

4.3.6 The State reserves the right to contact and verify any and all references listed regarding the quality and degree of satisfaction for such performance.

4.4. Vendor Staff Résumés

A resume must be completed for each proposed key personnel responsible for performance under any contract resulting from this RFP per ***Attachment G, Proposed Staff Resume.***

See Attachment G, for the résumés of the proposed key personnel.

Attachment G – Proposed Staff Résumés

Vendors must include all proposed staff resumes per ***Section 4.4, Vendor Staff Resumes*** in this section.

This section should also include any subcontractor proposed staff resumes, if applicable.

AIR proposes a core project team of researchers who have strong experience in both school climate surveys and large-scale Web-based data collections. These team members draw upon high levels of training in survey best practices and an understanding of the real-life challenges faced by districts and schools in their efforts to collect high-quality data.

Leading the study as Principal Investigator will be* David Osher, Ph.D.*, a vice president, AIR institute fellow, and codirector of the Health and Social Development Program at AIR. He has conducted extensive research on positive behavioral support, social emotional learning, supportive school discipline, school climate, conditions for learning, mental health services, and cultural competence as well as their relationship to academic achievement. He has authored or coauthored more than 330 publications and is principal investigator of major centers and research projects, including the National Center on Safe Supportive Learning Environments and the new National Clearinghouse on Supportive School Discipline.

Samantha Neiman, M.A.*, is a senior researcher at AIR and is the proposed Project Director for this project. Neiman has served as the project director for the CFL surveys since 2012. In this capacity, she oversees all activities related to preparing, collecting, processing, analyzing, and disseminating results from the CFL survey. In addition, she serves as project reviewer for Cleveland's Conditions for Teaching survey work, is principal investigator for the U.S. Department of Education's School Survey on Crime and Safety, is a survey specialist for the National Center on Safe Supportive Learning Environments, and led the initial design of the SCLS Web-based platform in 2013 and 2014. Prior to this, as a researcher in the Education program at AIR and formerly as a subcontractor to AIR, under contract with the National Center for Education Statistics (NCES), Neiman played a key role in data preparation, collection, processing, analysis, and dissemination for NCES surveys. Neiman has presented on the topics of bullying, trends and clusters of school crime, and adolescent drug use, and nonresponse bias in school-based student perception surveys at various national conferences. She has authored NCES reports on the topic of school crime and, most recently, published an article in the* Journal of Law and Education *titled "Bullying: A State of Affairs."*

Quality assurance for this project will be provided by* Sandy Eyster, Ph.D.*, managing director and the director of AIR's Center for Survey Methods. She oversees survey operations and provides statistical and methodological advice regarding all aspects of survey design and development, data collection administration and management, data development, confidentiality and privacy, data analysis, training, and dissemination of large- and small-scale studies and data collections conducted by AIR. Dr. Eyster has provided quality assurance for the Conditions for Learning survey since 2012 and the Conditions for Teaching survey since 2014.

Julie Young, M.A.*, has more than 18 years of experience directing social science and survey research studies for the government, foundations, and academic institutions, and will oversee the survey operations for this project. For more than 13 years, she has served in survey*

management capacities: she has managed all aspects of survey planning and execution, been responsible for preparing and managing budgets and schedules, worked with clients and other stakeholders, managed priorities, managed project teams and directed staff. Over the course of her career, she has managed numerous survey projects for federal and state agencies ranging from $100,000 to multi-million dollar, multi-year efforts. Her experience spans surveys across a broad range of substantive areas, including labor, healthcare, education, disability, welfare, and other areas of public policy relevance. Young has expertise in all modes of data collection, including Web, phone, mail, in-person and mixed-mode surveys as well as qualitative methods such as in-depth interviews and focus groups. Young directed data collection operations for several large, complex surveys through her work at Mathematica Policy Research, Inc. and Market Strategies International, Inc. prior to joining AIR.

Nick Yoder, Ph.D., ***is a technical assistant consultant in the Education program at AIR and will provide content area expertise to this project and lead the expert panel standard setting task. Dr. Yoder's primary research areas include school climate, social and emotional learning (SEL), and educator effectiveness. Dr. Yoder leads the focal area on safe and supportive classrooms and SEL for the Center on Great Teachers and Leaders, where he works with states and regional comprehensive centers on the integration of school climate, teaching conditions, and SEL with other initiatives (e.g., college and career readiness standards). He is particularly interested in how teachers, administrators, and district leaders support the connection between school climate and academic learning. He provides tools, resources, and workshops to schools, districts, and states to facilitate this integration work. Dr. Yoder has been instrumental in AIR's survey work, including the development of the Conditions for Teaching survey.***

Jennifer M. Schroll M.S., M.B.A., ***a principal project manager at AIR, will oversee the development of the Nevada survey administration platform. Her expertise includes designing, developing, and managing online data collection systems. Schroll's background includes more than 15 years of experience building large-scale data collection applications and reporting tools with high volume of users. In addition, Schroll has been managing projects and web development teams for almost 10 years. Schroll's responsibilities include providing project management leadership to the Web development process; collaborating with team members to develop budgets, schedules, and project management plans, and provide monitoring to ensure that projects stay on track, meet their targets, and deliver high-quality results.***

Résumés for each of these staff are provided below.

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***David Osher***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Vice President, Institute Fellow & Senior Advisor to Health & Social Development Program (H&SD)***		
# of Years in Classification:	***6***	**# of Years with Firm:**	***23***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Dr. David Osher is Vice President in Education, Human Development and the Workforce at the American Institutes for Research. His work focuses on collaboration, children's services, prevention, social emotional learning, youth development, the social and emotional conditions for learning, teaching, and healthy development, and culturally competent interventions for children and youth with mental health problems and disorders and their families.

Osher has served as Director of The Center for Effective Collaboration and Practice, lead AIR's contract that supported the Federal Interagency Coordinating Council, and helped the U. S. Department of Education develop *The National Agenda For Improving Results for Children and Youth with Serious Emotional Disturbance*. Osher currently serves as Principal Investigator for The National Center for Mental Health Promotion and Violence Prevention, The Technical Assistance Partnership for Child and Family Mental Health and The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At Risk. Osher also serves as Principal Investigator of a contract to help the Federal Agency Interagency Working Group on Youth Programs develop and implement a strategic plan to improve the coordination and efficiency of youth programs and is working with New York State's Governor's office, Children's Cabinet, and Commissioners to develop dashboards with common indicators across Child Welfare, Juvenile Justice, Mental Health, Probation, Education, Family Services and Health.

Osher has studied school and community change at a local, state, Federal, and International Level where he has also led the development of tools to study, monitor, and intervene regarding school improvement (e.g., surveys, score cards, and tools to identify effective interventions). He is AIR's lead consultant to three major initiatives that focus on community collaboration – Turnaround for Children; Say Yes to Education and Cleveland Ohio's Human Ware Initiative and consults regularly with such national organizations as the American Federation of Teachers

and City Year. Osher has consulted with UNICEF global and regional staff as well as UNICEFF and Ministry of Education staff from Cambodia, China, Singapore, Thailand, Timor Leste, and the Philippines regarding life skills, social emotional learning, and the monitoring of school climate.

Osher served as Principal Investigator of The What Works Clearing House Review of Character Education, the Global Evaluation of UNICEF's Child Friendly Schools, and the national survey of youth with disabilities in the juvenile justice and adult correctional systems, and of evaluations of city, city-wide, and state-wide youth development initiatives in New York City, San Diego, Alaska and Iowa. Osher has lead efforts to develop research agendas for the U.S. Department of Education's Office of Special Education Program and chaired expert panels convened for the Departments of Education and Justice regarding the prevention of school violence and for the Substance Abuse and Mental Health Services Administration (SAMHSA) regarding intervention to foster safe, supportive, and successful schools.

Osher consults with federal state and local officials across multiple regularly with offices in the U. S. Departments of Education, Health and Human Services, and Justice, and has served on multiple interagency work groups with Federal officials. Osher serves on numerous expert panels (e.g., the Preschool and Elementary School Assessment Workgroup and the research advisory boards for America's Promise and the Collaborative for Academic, Social, and Emotional Learning) and editorial boards. A former Dean of two Schools of Human Services, and a liberal arts college, Osher has authored, co-authored, or edited over 270 books, monographs, chapters, articles, and reports including documents which were released by the White House, Secretary of Education, Attorney General, and various Assistant Secretaries.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Principal Investigator (PI), Investing in What Works: Strategies for Evaluating Evidence for Human Services Program, AIR (2012-2014)
The purpose of this contract is to provide guidance to the Federal officials and practitioners on how to support the effective study, dissemination, replication, scaling up, and economic analysis of evidenced based programs and practices.

PI, National Clearing House on Safe and Supportive School Discipline, AIR (2013)
Collected and disseminated information on promising and evidenced-based approaches to supportive school discipline, helping students stay and succeed in school.

PI, National Center on Safe and Supportive Learning Environments, AIR (2012-)
This Center was established by the U. S. Department of Education (ED) and the Substance Abuse and Mental Health Services Administration (SAMHSA) to help states, districts, schools, colleges, and universities develop and use surveys of students, teachers, and families to improve school climate and the conditions for learning. In addition to providing support on survey development and use, the Center helps states, districts, schools, colleges and universities to use climate and other data to identify and implement interventions to improve school climate and the conditions for learning.

PI, Interagency Working Group on Youth Programs, AIR (2009-)
This contract supports the work of the 10 Departments and 2 agencies that are mandated to Collaborate Create a Strategic Plan for Federal Youth Policy. The project includes creating and maintaining FindYouthInfo.gov, the U.S. government website that helps you create, maintain, and strengthen effective youth programs. Included are youth facts, funding information, and tools to help you assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.

PI and Senior Advisor, Say Yes to Education, AIR (2008-)
Provide research, evaluation, and technical assistance to the Say Yes Foundation and its partners in Syracuse in implementing an intervention that aims at creating conditions where every Syracuse Student graduates from High School and goes on to post-secondary success. This work has involved reviewing research on the program, conducting focus groups with graduate, helping to redesign the program, developing a student monitoring and intervention system, doing annual school reviews and working with schools to use these data, doing an implementation review, developing a community dashboard, and evaluating the impacts of the intervention.

PI, Audit of Cleveland's Conditions for Learning, AIR (2012-2013)
This grant re-did the 2007-2008 audit to assess progress and recommend future steps.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Columbia University, School of Arts and Science, New York City, NY, Ph.D. in History (with distinction), 1992

Columbia University, School of Arts and Science, New York City, NY, A.M. in History (with distinction), 1966

Columbia University, Columbia College, New York City, NY, A.B. in History, 1965

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

N/A

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Eric Gordon, Superintendent and Chief Academic Officer at Cleveland Municipal School District
Email: Eric.Gordon@cmsdnet.net | Phone: (216) 574-8075 | Fax: N/A

Rita Foy Moss, Program Specialist, Office of Safe and Healthy Students/OESE at U.S. Dept. of Education
Email: Rita.Foy.Moss@ed.gov | Phone: (202) 453-6728 | Fax: N/A

John McLaughlin, Federal Coordinator, Homeless, Neglected or Delinquent Education Programs at U.S. Dept. of Education
Email: John.McLauglin@ed.gov | Phone: (202) 401-0962 | Fax: N/A

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Samantha Neiman***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Senior Researcher***		
# of Years in Classification:	***1***	**# of Years with Firm:**	***8***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Samantha Neiman is a senior researcher at the American Institutes of Research. She earned her M.A. in psychology from New York University in 2008. As part of the Center for Survey Methods at AIR, Ms. Neiman has played a key role in school-based surveys and pilot studies, and has recently been involved in the transition of a large-scale paper-and-pencil student climate survey to an online administration, the design of a new online teacher survey of climate, and the design of a national web-based platform to collect and report school climate data. She provides survey expertise and assistance to schools, districts, and states through several projects, including her work on the National Center for Safe Supportive Learning Environments. Under contract with the National Center for Education Statistics, she played a key role in the preparation, collection, data processing, and data dissemination for NCES surveys and has been extensively involved in editing, imputation, weighting, and bias analyses for national-level surveys. Further, she has been involved in questionnaire development, sampling, data verification and cleaning, and data trainings for NCES. Ms. Neiman has authored several NCES reports on school crime and, most recently, published an article in the Journal of Law and Education titled "Bullying: A State of Affairs". In addition, Ms. Neiman has presented on the topics of bullying, trends and clusters of school crime, adolescent drug use, and issues of nonresponse at various national conferences.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Senior Researcher, American Institutes for Research (AIR), holds Department of Education 5c security clearance (2014–Present)

Conducts and manages research as part of AIR's Center for Survey Methods and Education program. Responsibilities as a senior researcher include project management; statistical programming; oversight of data collection preparation and operations; quality improvement; data

processing (e.g., cleaning, editing, imputation, bias analyses, disclosure risk analyses); mentoring of junior staff; data analysis and reporting; and survey support to schools and districts.

Project Director, Conditions for Learning Survey, Cleveland Metropolitan School District, AIR (2012–Present)
This school-level survey, which is administered three times per year, measures students' perceptions of the safety, rigor, support, and social-emotional learning of the school environment. Responsibilities include the oversight of the survey preparations, administration, and follow up; data processing (data review and cleaning and merging of files; rolling student data to the school level); student- and school-level analysis; examination of nonresponse; oversight of reporting; and supervision of researchers.

Principal Investigator, School Survey on Crime and Safety, Education Statistics Services Institute Network (ESSIN), AIR (2014–Present)
As part of ESSIN, funded by the U.S. Department of Education's National Center for Education Statistics, the School Survey on Crime and Safety (SSOCS) collects information on school safety from the perspective of schools and provides national estimates of school crime and safety issues.

Task Leader, Design of National School Climate Survey Platform, Education Statistics Services Institute Network (ESSIN), AIR (2013–Present)
As part of ESSIN, funded by the U.S. Department of Education's National Center for Education Statistics, the national school climate surveys platform will be available to education agencies for the collection and reporting of school climate data from students, parents, and staff. Responsibilities include design of a platform that is user friendly, easy to navigate, and produces automated graphical reports of survey results, and oversight of subcontractors performing the development work.

Survey Specialist, National Center on Safe Supportive Learning Environments (NCSSLE), AIR (2014–Present)
Funded by the U.S. Department of Education's Office of Safe and Healthy Students (OSHS), this technical assistance center focuses on providing support for Safe Supportive Schools (S3) and Project Prevent grantees and their participating LEAs and schools as they develop and administer school climate surveys and analyze data to measure school climate and related Government Performance and Results Act (GPRA) measures. Responsibilities include providing technical and methodological expertise and training/technical assistance related to school climate and its measurement, including best practices in survey development, administration, analysis, and reporting.

Analyst, School Improvement Grant Program TO21, AIR (2014-present)
As part of the Education Technical Assistance and Support Services (EDTASS) program, this federally funded contract supports the U.S. Department of Education's Office of Elementary and Secondary Education by developing national and state profiles of school improvement grant (SIG) recipients. These profiles incorporate data from various federal and state sources to provide timely information about leading indicators of success. Responsibilities include the review, processing, analysis, and quality control of various data sources used in the development of SIG profiles.

Project Director, Conditions for Teaching Survey, Cleveland Metropolitan School District, AIR (2013–2014)
This school district survey, which is administered annually, measures staff perceptions of the working conditions and climate in school. Responsibilities include oversight of survey development (item development, focus groups, cognitive interviews); oversight of survey preparations, web-based data collection, and nonresponse follow-up; data processing (data review and cleaning and merging of files; factor analysis; scale development; rolling staff data to the school and district levels); data analysis; oversight of reporting; and supervision of researchers.

Researcher, Center for Survey Methods, AIR (2012–2013)
AIR's Center for Survey Methods is involved in various aspects of survey design, operations, and analysis within and outside of AIR. Responsibilities include questionnaire design; study design; data analysis, including fast-turnaround data requests; and data processing.

Research Analyst, Federal Statistics Program, AIR (2007–2012)
This federally funded contract provided comprehensive research support to the National Center for Education Statistics (NCES), including multiple NCES surveys. Responsibilities focused primarily on providing survey and data support for the School Survey on Crime and Safety, including questionnaire design; oversight of survey and data preparation (e.g., Office of Management and Budget compliance, sampling, editing, imputation); assurance of data quality; data perturbation, manipulation, and analysis; data documentation; technical components of data dissemination (e.g., bias analyses, disclosure risk analyses); publication preparation; data training; and presentations.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

New York University, New York, NY, M.A. in Psychology, 2008

University of Central Florida, Orlando, FL, B.A. in Psychology, 2002

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

N/A

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Sandy Eyster, Director, Center for Survey Methods at American Institutes for Research
Email: SEyster@air.org | Phone: (202) 403-61149 | Fax: (877) 421-7415

Celeste Stone, Deputy Director, Center for Survey Methods at American Institutes for Research
Email CStone@air.org (202) 403-6138 | Fax: (877) 421-7415

Paul Guerino, Survey Methodologist at Centers for Medicare and Medicaid
Email: Paul.Guerino@cms.hhs.gov Phone: (301) 758-7079; Fax: N/A

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Sandy Eyster***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Managing Director***		
# of Years in Classification:	***8***	**# of Years with Firm:**	***15***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Sandy Eyster, Ph.D., is a survey methodologist and managing director at AIR, and serves as director of AIR's Center for Survey Methods. In this role, she oversees survey operations and provides statistical and methodological advice to internal and external clients regarding all aspects of survey design and development, data collection administration and management, data development, confidentiality and privacy, data analysis, training, and dissemination of large- and small-scale studies and data collections conducted by AIR. Joining AIR in 2000, she has led a number of education-related research projects, overseeing the management of nationally representative studies with a focus on sampling, weighting, imputation, and data confidentiality. Dr. Eyster has served as chair of AIR's Institutional Review Board, and has been responsible for ensuring compliance with AIR's FederalWide Assurance and all applicable regulations regarding protecting the rights of human participants in research, as well as other regulatory requirements, such as compliance with FERPA and HIPAA regulations. Prior to joining AIR, she was a survey statistician for the U.S. Bureau of the Census' National Crime Victimization Survey; provided statistical consulting to organizations such as the American Association for the Advancement of Science; and managed staff, projects, and clients at a survey research telephone center.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Managing Director, American Institutes for Research (AIR) (2000–Present)
Provides ongoing high-level statistical and methodological advice on numerous large- and small-scale data collection projects. As Director of AIR's Center for Survey Methods, develops appropriate recommendations across a broad range of survey research issues, including survey design; survey mode; sampling; minimizing nonresponse; evaluating nonresponse bias; imputation; and weighting. Examples include working with teams to develop imputation specifications for selected base-year items in the Education Longitudinal Study of 2002 and for items needed to compute the on-time graduation rate by race and gender from the National

Center for Education Statistics (NCES) Common Core of Data; overseeing the development and execution of an online evaluation of deliberative processes; assisting NCES in designing a new survey focusing on educational certificates and certifications; providing clients with recommendations regarding the appropriate computation of response rates and the creation of weights on surveys with parent-, teacher-, school-, and student-level components; and evaluating and making recommendations to clients regarding the appropriateness of nonresponse bias analyses. Contributes to the development of comprehensive data documentation for researchers, including overall design, sampling, data collection procedures, imputation, weighting, and standard error estimation. Provides guidance and recommendations to staff regarding analysis plans for publications. Reviews publications for technical and substantive quality and appropriateness for clients and intended audience.

Director, AIR Center for Survey Methods (2012–Present)
Responsible for day-to-day oversight of AIR's Center for Survey Methods. Responsibilities include consulting on study designs, including options for study mode; design and review of data collection instruments; development of web-based surveys; recruiting; use of incentives; nonresponse follow-up; data file development; and quality control. Oversees survey operations for AIR data collections, including household and institutional (such as school-based) surveys. Serves as a

ESSIN Task 31: School Climate Surveys, Technical Advisor (2013-Present)
Provide oversight and quality assurance throughout the development of the School Climate Surveys (SCLS). Activities include overseeing the survey development process and technical review panel, the design of the SCLS survey platform, scale development, and pilot design and administration. Provided senior technical advice on issues such as data confidentiality and disclosure, data usability, and sampling.

Project Talent, Technical Advisor (2010–2012)
Responsible for a range of data development, management, and analysis activities for Project Talent, a longitudinal study of over 400,000 high school students begun in 1960. Activities included overseeing research agenda; supervising staff in the design and implementation of a probabilistic matching algorithm to match Project Talent records with mortality data from the Social Security Administration and the National Center for Health Statistics; developing and monitoring data disclosure analyses and confidentiality procedures; working with academic researchers; co-authoring grant applications; and providing advice on data collection mode options. Worked with a team of researchers at AIR and the University of Michigan to develop and execute a large (sample size of approximately 5,000 respondents) pilot study to test procedures for locating, contacting, and surveying respondents. Worked with team to develop overall study design, review study materials, and advise on experiments, location and mortality matching activities, and development of materials for matching to Social Security Administration earnings and benefits data. This study, in which participants had last been contacted more than 30 years previously, achieved a location rate of over 86 percent and a mail survey return rate of approximately 75 percent for the nonexperimental conditions.

Institutional Review Board (IRB) Chair, AIR (2008–2013)
Responsible for all IRB activities at AIR, including ensuring compliance with AIR's FederalWide Assurance and all applicable regulations regarding protecting the rights of human

participants in research. Oversaw the evaluation of all AIR projects to determine whether activity was exempt from IRB oversight and that all nonexempt research was conducted in accordance with relevant requirements. Was responsible for identification of all activities where HIPAA and FERPA regulations applied (regardless of IRB-exempt status) and ensuring that the project was in compliance. Provided advice and guidance to projects on issues related to human research subjects' protections, privacy, and confidentiality.

Postsecondary, Adult, and Career Education (PACE), AIR (2006–2011), Project Director
Oversaw all activities undertaken in support of NCES's PACE division, including quick-turnaround data analyses; development of policy-relevant indicators of career and technical education; and ensuring data quality of large-scale data collections, such as the Integrated Postsecondary Education Data System, Beginning Postsecondary Students Longitudinal Study, and National Postsecondary Student Aid Study. From 2009 to 2011, oversaw AIR's work with a federal interagency working group to develop a pilot test of a multimode household study on educational certificates and certifications.

Education Statistics Services Institute, AIR (2006–2010), Deputy Director
Responsible for $15 million annual budget and 80 staff in support of a 5-year, $75 million contract with NCES. Provided senior technical advice on survey methodology for large-scale studies such as the School Survey on Crime and Safety, the School Crime Supplement to the National Crime Victimization Survey, the Schools and Staffing Survey, the Trends in International Mathematics and Science Study, the Progress in International Reading Literacy Study, and the National Education Longitudinal Study.

Early Childhood Surveys Support Project, AIR (2003–2005), Project Director
Managed all aspects of AIR's ongoing survey support for NCES's Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) and Kindergarten Cohort (ECLS-K) surveys, a set of complex, multimode studies. Developed and monitored budgets; worked closely with client; supervised senior analysts, analysts, associates, research assistants, subcontractors, and consultants; managed team workload; oversaw quality control of all products developed by the project and by third-party contractors; analyzed data; made recommendations on survey design; reviewed methodological reports; and provided support to users of ECLS data. Developed and presented materials for data trainings, with a focus on design, weighting, and standard error estimation for complex samples. Led project through the ECLS-B 2-year and ECLS-K third-grade data collections.

Household Surveys Project, AIR (2000–2003), Project Director
Coordinated and supervised all aspects of AIR's ongoing survey support for NCES's National Household Education Surveys Program (NHES), a repeating cross-sectional, nationally representative random-digit-dial telephone survey. Collaborated with NCES client; developed and monitored project budget; coordinated with other governmental agencies; supervised the team of analysts, research associates, assistants, and consultants; planned and prioritized the team's workload; and oversaw quality control of all activities. Analyzed survey data, reviewed and made recommendations about survey design and methods, reviewed contractor deliverables, and provided support to users of NHES data. Developed and participated in data trainings. Led project through the 2001 and 2003 NHES data collections.

Science and Human Rights Project, Kosovo Studies, American Association for the Advancement of Science (AAAS) (1999–2000), Statistical Consultant
Consultant on research projects involving human rights violations in Kosovo. Responsibilities over project quality control and data management, statistical analyses, recommendations regarding methodological approaches. Projects involved review of Stata programming code created to estimate political refugee flow in 1999, which was used for the analyses in the AAAS publication *Policy of Panic: The Flight of Ethnic Albanians From Kosovo, March–May 1999*. Adapted capture-recapture techniques and bootstrapped standard errors to estimate the number of killings in Kosovo during the period of February to June 1999. The results of this work were used in multiple publications and materials for and testimony at the trial of Slobodan Milosevic at the International Criminal Tribunal for the former Yugoslavia.

Early Years of Marriage (EYM) Project, Institute for Social Research, University of Michigan (1993–1999), Research Assistant
Provided research support on the EYM project, an NIH-funded longitudinal study of married couples operated at the University of Michigan's Institute for Social Research. Managed database, supervised coders, coded and prepared data, and conducted statistical analyses.

Crime Surveys Branch, Bureau of the Census, U.S. Department of Commerce (1989–1991), Survey Statistician
Extensive involvement in all phases of the National Crime Survey (now the National Crime Victimization Survey), including questionnaire design, sampling, and statistical analyses. Collaborated in the preparation of annual, special, and technical reports on crime statistics published by the U.S. Bureau of Justice Statistics.

Research/Statistical Consultant (1988–1989)
Designed surveys, selected samples, and directed data collection. Conducted statistical analyses and prepared and presented survey results.

Project Manager, HTI Inc. (1984–1988)
Managed a variety of research projects at a telephone survey institute. Hired and trained interviewers, designed questionnaires, and programmed and tested computer-assisted telephone interview (CATI) procedures. Worked closely with commercial clients throughout the data collection process.

Instructor, Department of Sociology, University of Michigan (1998). Taught Introduction to Statistics (undergraduate level).

Graduate Student Instructor, Department of Sociology, University of Michigan (1991–1997). Taught Statistical Methods I and II (graduate level) and Research Methods (undergraduate level).

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

University of Michigan, Ann Arbor, MI, Ph.D. in Sociology, 1999

University of Michigan, Ann Arbor, MI, M.A. in Sociology, 1994

George Washington University, Washington, DC, M.A. in Public Policy *(concentration in Women's Studies)*, 1990

University of Maryland, College Park, MD, B.A. in Anthropology, 1986

CERTIFICATIONS
Information required should include: type of certification and date completed/received.

N/A

REFERENCES
A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Kristin Flanagan, Managing Researcher at American Institutes for Research
Email: kflanagan@air.org | Phone: (202) 403-6163 | Fax: (877) 421-7415

Larry Friedman, Vice President at American Institutes for Research
Email: lfriedman@air.org | Phone: (312) 288-7626 | Fax: (312) 288-7601

Mary Ann Fox, Managing Researcher at American Institutes for Research
Email: mafox@air.org | Phone: (202) 403-6103 | Fax: (877) 421-7415

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Julie Young***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Principal Project Manager***		
# of Years in Classification:	***5***	**# of Years with Firm:**	***0***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Julie Young (M.A., Psychology, Emory University) has over 18 years of experience directing social science and survey research studies for the government, foundations, and academic institutions. For over thirteen years, she has served in survey management capacities: she has managed all aspects of survey planning and execution, been responsible for preparing and managing budgets and schedules, worked with clients and other stakeholders, managed priorities, managed project teams and directed staff. Over the course of her career, she has managed numerous survey projects for Federal and State agencies ranging from $100,000 to multi-million dollar, multi-year efforts as both a prime and subcontractor. Her experience spans surveys across a broad range of substantive areas, including labor, healthcare, education, disability, welfare and other areas of public policy relevance.

Ms. Young is skilled in all phases of survey design, data collection, and study management, including studies utilizing experimental designs and longitudinal data collection methods. She also has extensive experience collecting data on sensitive topics and with hard-to-reach populations. Ms. Young has expertise in all modes of data collection, including Web, phone, mail, in-person and mixed-mode surveys as well as qualitative methods such as in-depth interviews and focus groups. Ms. Young has directed data collection operations for several large, complex surveys through her work at Mathematica Policy Research, Inc. and Market Strategies International, Inc. She has managed numerous Federal surveys that achieved high response rates through the use of innovative technologies and survey best practices, including rigorous training programs for interviewers, effective recruiting strategies, non-response follow-up techniques, and refusal aversion and conversion. She is currently serving as Project Director for the Medicare Consumer Assessment of Healthcare Providers and Systems (CAHPS). This multi-

year, large-scale data collection effort involves surveying a sample of approximately 275,000 persons enrolled in the Medicare Fee-for-Service Program.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Managing Director, Center for Survey Methods, American Institutes for Research (AIR) (2015–Present)
As Director of Survey Operations, in charge of data collection systems, including online, telephone, mail, and computer-assisted data collection at AIR. Manages survey operations and provides statistical and methodological advice to internal and external clients regarding all aspects of survey design and development, data collection administration and management, data development, confidentiality and privacy, data analysis, training, and dissemination of large- and small-scale studies and data collections conducted by AIR.

Survey Director, American Geriatric Society, Guiding Principles for the Care of Older Adults with Multimorbidity: A Mobile App, IMPAQ (2015)
Developing and implementing a qualitative evaluation of the Multimorbidity Guiding Principles (MGP) Application and Online Educational Tool, a mobile application designed for physicians. Responsible for collaborating on the study design and evaluation plan, overseeing a Web-based survey of physicians, and contributing to the final report.

Project Director, Centers for Medicare and Medicaid Services (CMS) National Implementation of the Medicare CAHPS Fee for Service Survey, IMPAQ (2011– 2015)
Supporting implementation of the Medicare Consumer Assessment of Healthcare Providers and Systems (CAHPS) survey with beneficiaries enrolled in fee-for-service Medicare program. Survey focuses on measures of health plan experience and quality with care provided to Medicare beneficiaries. This multi-year, large-scale data collection effort is implemented using a mixed-mode methodology consisting of two mailings of the paper questionnaire and telephone follow-up for mail non-respondents. The telephone follow-up is conducted using Computer Assisted Telephone Interviewing (CATI) technology. Surveys are conducted in English and Spanish. Responsible for overseeing and managing all aspects of survey data collection, data file preparation, and file submission.

Survey Director, Maryland Health Care Commission, Evaluation of the Maryland Multi-Payer Patient Centered Medical Home Program, IMPAQ (2011–2012)
The purpose of this project was to evaluate the state of Maryland's Multi-Payer Patient Centered Medical Home (PCMH) Program. The project used a pre/post, mixed mode design to evaluate access to care; quality of care; patient, provider, and staff satisfaction; the impact on health disparities; utilization; and the cost of care. The study involved the analysis of existing databases, administrative claims data, in-depth interviews and site visits, and quantitative surveys of providers and patients. Led the development of the quantitative survey instruments, including a Web-based survey of providers and a telephone survey of patients.

Survey Director, Part C and D Complaints Resolution Performance MeasureM IMPAQ (2009-2010)
This project involved developing and supporting the implementation of performance measures for the Medicare Advantage (Part C) and Prescription Drug (Part D) programs. The measures are being used to validate plan resolution of beneficiary complaints from the perspective of the beneficiaries. The study involved a mixed-mode survey (telephone with mail follow-up) of beneficiaries to assess satisfaction with complaint resolution. Responsible for developing and pre-testing the questionnaire and preparing the OMB package.

Associate Project Director, Development of Medicare Part C and Part D Monitoring Methods, IMPAQ (2009-2010)
The goal of this project was to review, analyze, and develop methods and measures for monitoring Medicare Advantage and Prescription Drug Plan sponsors. The project included conducting a monitoring gap analysis for Medicare Part C and D sponsors and developing sustainable monitoring methods and measures for (1) administrative function (Parts C & D), (2) ensuring marketing materials are available to beneficiaries in required languages (Parts C & D), (3) ensuring beneficiary provider access (Part C), and (4) benefits and out-of -pocket coverage (Part C). Responsible for overseeing marketing materials, provider access, and out-of-pocket coverage; reviewing project deliverables, coordinating contractual issues with project partners, and providing management support.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Emory University, Atlanta, GA, M.A. in Psychology, 1995

University of Virginia, Charlottesville, VA, B.A. in Psychology *(with High Distinction)*, 1991

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

N/A

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Harrison Greene, Vice President, Survey Research and Data Acquisition at American Institutes for Research
Email: hgreene@air.org | Phone: (202) 403-5748 | Fax: N/A

Sandy Eyster, Managing Researcher at American Institutes for Research
Email: seyster@air.org | Phone: (202) 403-6149 | Fax: N/A

Celeste Stone, Senior Researcher at American Institutes for Research
Email: cstone@air.org | Phone: (202) 403-6138 | Fax: N/A

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Nicholas Yoder***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Research and Technical Assistant Consultant***		
# of Years in Classification:	***2***	**# of Years with Firm:**	***2***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Nick Yoder, Ph.D., is a technical assistant consultant in the Education program at AIR working on school climate, social and emotional learning (SEL), and educator effectiveness efforts. Dr. Yoder leads the focal area on safe and supportive classrooms, and SEL for the GTL Center, in which he works with states and regional comprehensive centers on the integration of school climate, teaching conditions, and SEL with other initiatives (e.g., college and career readiness standards). He is particularly interested in how teachers, administrators, and district leaders support the connection between school climate and academic learning. He provides tools, resources, and workshops to schools, districts, and states to facilitate this integration work, as well as participate in rigorous evaluations of SEL programs and initiatives. In addition, Dr. Yoder has been a lead writer in developing train-the-trainer modules to support districts and schools implementing teacher and principal evaluation systems. He also has codeveloped observation and performance rubrics used for teacher and principal evaluations, in which he provided coaching sessions to principals on how to use the rubric and provide feedback to teachers. Prior to joining AIR, Dr. Yoder participated in designing an alternative certification program for the University of Michigan-Teach For America, Detroit, partnership. In that role, he codeveloped program outcomes and an observation rubric, which he used to train other field instructors and used in the field with a group of Teach For America corps members. In addition, Dr. Yoder taught elementary school in Chicago Public Schools, in which he was lead teacher and provided professional development trainings to school staff.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Research and Technical Assistant Consultant, American Institutes for Research (AIR) (2013–Present)
Provides a variety of technical assistance to states and districts on educator effectiveness, safe and supportive learning environments, social and emotional learning (SEL), and stakeholder perception surveys through coaching, presentations, webinars, and written technical assistance requests; collaborates with clients and colleagues to develop client-centered deliverables in a timely manner; develops tools and resources to promote educator effectiveness (e.g., observation rubrics, train-the-trainer modules); coordinates and writes policy and practice briefs related to educator effectiveness, including safe and supportive learning environments, educator feedback, and student perception surveys; and participates in quantitative and qualitative data collection and analysis.

Project Director, Massachusetts Educator Effectiveness Guidebook for Inclusive Instruction and Behavior Supports, AIR (2015)
Oversees the development of the *Educator Effectiveness Guidebook for Inclusive Instruction and Behavior Supports*. Works closely with the Massachusetts Department of Elementary and Secondary Education to provide regular progress updates and obtain feedback on the direction of the guidebook, oversees other AIR staff to ensure completion of tasks on budget; and collaborates with subcontractors and Massachusetts stakeholders to provide feedback on guidebook content.

Writer, National School Climate Survey Practice Guides, AIR (2015)
Provides writing support to the National Center on Safe and Supportive Learning Environments during the development of the National School Climate Survey (SCLS) practice guides. Develops tools, resources, and knowledge-building information for states and districts to use once they implement the SCLS and receive data reports based on SCLS data.

Task Lead, Pathways to Success, AIR (2014–Present)
Works on an Institute of Education Sciences development grant studying the implementation of Pathways to Success (PTS), a SEL program using identity-based motivation; works closely with the PTS program developer at the University of Southern California to develop fidelity measures; and leads coding of teacher's implementation of the PTS program using a fidelity checklist, the CLASS instrument, and an active ingredient instrument.

Study Chief, Study of School Support for Social and Emotional Learning, AIR (2014–Present)
Works closely with Collaborative on Academic, Social and Emotional Learning staff on the recruitment and consent of schools, principals, and teachers in the study for an Investing in Innovation grant; leads the data collection process with school staff to ensure appropriate response rates; and participates in data analysis efforts and reports to schools and the client.

Project Lead, Cleveland Conditions for Teaching, AIR (2013–Present)
Leads in the development of conditions for teaching surveys for the Cleveland School District; oversees the development of survey items, using teacher focus groups and cognitive interviews to inform survey development; and analyzes survey results to ensure a valid and reliable survey.

Technical Assistant Consultant, Center for Great Teachers and Leaders, AIR (2013–Present)
Provides technical assistance and just in time coaching to states and regional comprehensive centers (RCC) on the integration of SEL and school climate efforts. Develops products for state and RCC related to teacher and principal evaluations, in addition to safe and supportive schools; assists with the development of policy-to-practice briefs that relate safe and supportive schools to human capital management systems for teachers; and develops online resources for states and districts on the integration of teacher and principal evaluation systems with school climate and SEL initiatives.

Project Lead, Linking Social-Emotional Learning to Instructional Practices in an Urban Context: A Mixed-Methods Study, University of Michigan (2011–2013)
Served as the project lead for a longitudinal mixed-methodological study on the relationship between instructional practices and SEL. Collected multiphase survey data from students, survey data from teachers, structured classroom observations, and semistructured interviews. Using the data collected, provided teachers with feedback about their instructional practices and provided principals with two reports focused on teacher instructional practices and student SEL.

Graduate Research Assistant, Combined Program in Education and Psychology, University of Michigan (2008–2011)
Worked as a research assistant on two major projects. In the first project, analyzed data from a longitudinal study of statewide professional development in Alabama and analyzed a variety of teachers' beliefs surrounding mathematics in relation to teachers attending mathematics professional development and implementing aligned practices. This project explored teacher motivation to attend professional development and implement reform-oriented mathematical practices. In the second project, assisted with a preliminary evaluation of the SEL program, Development Designs. As a research assistant, met with school officials, collaborated with program designers, codeveloped an evaluation design, conducted pretests on a variety of measures, and helped determine best practices for the upcoming evaluation.

Elementary School Teacher, Chicago Public Schools (CPS) (2004–2008)
As the lead first-grade teacher, created student academic assessments and provided tools for students to reflect actively on their work. At the school level, chaired the discipline committee to create various instruments for teachers to document misbehavior, develop student behavior plans, and cultivate systems that facilitated positive behavior in the schools. Codeveloped and disseminated professional development for teachers in host school and other district principals. The professional development focused on teacher reflection to promote student growth—teachers brought in multiple forms of data to assess the level of rigor, connection to standards, and student achievement that occurred in their classrooms.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

University of Michigan, Ann Arbor, MI, Ph.D. in Combined Program in Education and Psychology, 2013

University of Michigan, Ann Arbor, MI, M.S. in Psychology, 2010

University of Illinois–Chicago, Chicago, Illinois, M.Ed. in Instructional Leadership2008

University of Michigan, Ann Arbor, MI, B.A. in Psychology, 2004

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Certified rater, Classroom Assessment Scoring System (CLASS)-S, Teachstone, 2011

Standard Michigan Teaching Certificate, Michigan State Board of Education, 2008

Standard Type 03 Illinois Teaching Certificate, Illinois State Board of Education, 2004

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Deborah Moroney, Principal Researcher at American Institutes for Research
Email: dmoroney@air.org | Phone: (312) 288-7609 | Fax: N/A

Nick Sorensen, Senior Researcher at American Institutes for Research
Email: nsorensen@air.org | Phone: (312) 283-2318 | Fax: N/A

Kimberly Kendziora, Principal Researcher at American Institutes for Research
Email: kkendziora@air.org | Phone: (202) 403-5391 | Fax: N/A

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***American Institutes for Research***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Jennifer Schroll***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Principal Project Manager***		
# of Years in Classification:	***16***	**# of Years with Firm:**	***10***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Jennifer M. Schroll M.S., M.B.A., is a principal project manager at American Institutes for Research. Her expertise includes designing, developing, and managing on-line data collection systems. Schroll's background includes over 15 years of experience building large-scale data collection applications and reporting tools with high volume of users. In addition, Schroll has been managing projects and web development teams for almost 10 years. Schroll's responsibilities include providing project management leadership to the web development process; collaborating with team members to develop budgets, schedules, and project management plans, and provide monitoring to ensure web development projects stay on schedule, meet their targets, and deliver high quality results.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Principal Project Manager, American Institutes for Research (AIR) (2014-Present)
Schroll's brings project management leadership to the web development process. She leads, organizes, and coordinates resources to support the delivery of information, products, and services. Schroll manages development resources, budgets, schedules, and project management plans for multiple federally-funded web applications. She monitors the project through all stages of the lifecycle; managing risks and providing support to maintain momentum.

Principal Technical Project Manager, Illinois State Board of Education, Illinois Center for School Improvement (2012-present)
Serve as technical project manager on the development of web-based data collection tool to track the delivery of high-quality, research based statewide system of support services. This tool supports 10 access types, 7 data collection forms, and 8 system-generated reports.

Project Director, Wisconsin Department of Public Instruction, Online Youth Risk Behavior Surveys (OYRBS), AIR (2007-Present)
Serve as the primary developer and project director on the OYRBS which allows creation of customized surveys from a question library, captures anonymous responses provided by students, and offers 8 dynamically-generated reports with the ability to disaggregate by demographics.

Principal Technical Lead, Department of Education, Teacher & Leader Evaluation Systems (TLES), AIR (2012-Present)
Serve as technical lead on the development of several online tools to support the study to investigate how teacher and leader evaluation systems influence educators and students. The online tools include a portal website that provides teachers, principals, and other personnel in the participating districts with background information about the TLES Study and access to feedback reports that are produced by the evaluation system. Other online tools include teacher, principal, and observer surveys and an online scoring tool to assist in evaluation work.

Senior Application Developer, Department of Education, 21st Century Community Learning Centers (CCLC), AIR (2005-2014)
Serve as senior technical lead on the federally-funded 21st Century Community Learning Centers (CCLC) Profile and Performance System (PPICS). PPICS supported four access levels, captured more than 1,000 individual data elements, and provided more than 60 real-time, system-generated reports.

Senior Application Developer, San Diego Unified School District, Check & Connect Monitoring Tool, AIR (2012-2014)
Serve as the primary developer on Check and Connect Monitoring Tool designed to make it easier and more efficient for Check & Connect mentors to keep track of their students and share information with the lead mentor and the research team.

Senior Application Developer, Ohio Department of Education, Ohio Healthy Schools Profile (OHSP), AIR (2011-2013)
Serve as project lead and primary developer on the OHSP system which allowed creation of customized surveys from a question library for various survey types, captures anonymous responses provided by parents, teachers, and students, and offers a wide-variety of dynamically-generated reports with the ability to disaggregate by demographics.

Senior Web/Database Developer, Learning Point Associates (2005–2010)
Learning Point Associates merged with American Institutes for Research in August 2010.
Manage the Electronic Production Services application development work. Provide estimates and project plans on proposals and projects. Work with end users and project teams to brainstorm, write functional/technical specifications, and create prototypes prior to the development phase. Work on development of Web applications using C#.Net and Microsoft SQL Server databases.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Northern Illinois University, DeKalb, Illinois, M.S. in Management Information Systems, 2000

Eastern Illinois University, Charleston, Illinois, M.B.A., 1999

Eastern Illinois University, Charleston, Illinois, B.S. in Computer Management, 1998

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Lakecia Whimper, Senior TA Consultant at American Institutes for Research
Email: lwhimper@air.org | Phone: (630) 649-6692 | Fax: N/A

Neil Naftzger, Principal Researcher at American Institutes for Research
Email: nnaftzger@air.org | Phone: (630) 649-6616 | Fax: N/A

David Manzeske, Principal Researcher at American Institutes for Research
Email: dmanzeske@air.org | Phone: (202) 403-6638 | Fax: N/A

Other Informational Material

Vendors must include any other applicable reference material in this section clearly cross referenced with the proposal.

See Appendix A for the school-level report example.

See Appendix B for the district-level report example.

References

Attar-Schwartz, S. (2009). Peer sexual harassment victimization at school: The roles of student characteristics, cultural affiliation, and school factors. *American Journal of Orthopsychiatry*, *79*, 407–420.

Birkett, M., Espelage, D. L., & Koenig, B. W. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence*, *38*(7), 989–1000.

Borgers, N., de Leeuw, E., & Hox, J. J. (2000). Children as respondents in survey research: cognitive development and response quality. Bulletin de Methodologie Sociologique (BMS), 66, 60-75 2003.

Brookmeyer, K. A., Fanti, K. A., & Henrich, C. C. (2006). Schools, parents, and youth violence: A multilevel, ecological analysis. *Journal of Clinical Child and Adolescent Psychology*, *35*(4), 504–514.

De Leeuw, E. D. (2005). To mix or not to mix data collection modes in surveys. *Journal of Official Statistics*, *21*(2), 233.

Freiberg, H.J., & Stein, T.A. (1999). Measuring, improving and sustaining healthy learning environments. In H.J. Freiberg (Ed.), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments* (pp. 11–29). Philadelphia: Falmer Press.

Goldstein, S. E., Young, A., & Boyd, C. (2008). Relational aggression at school: Associations with school safety and social climate. *Journal of Youth & Adolescence*, *37*, 641–654.

Gonsoulin, S., Zablocki, M., & Leone, P. E. (2012) Safe schools, staff development, and the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *35*(4), 309–319.

Gregory, A., Cornell, D., Fan, X., Sheras, P. L, Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology, 102*, 483–496.

Karcher, M. J. (2002). The cycle of violence and disconnection among rural middle school students: Teacher disconnectedness as a consequence of violence. *Journal of School Violence*, *1*(1), 35–51

Kosciw, J. G., &Elizabeth, M. D. (2006). *The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York, NY: GLSEN.

Meraviglia, M. G., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The expect respect project: Creating a positive elementary school climate. *Journal of Interpersonal Violence*, *18*(11), 1347–1360.

Meyer-Adams, N., & Conner, B. T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children & Schools*, *30*(4), 211–221.

Osher, D., Coggshall, J., Colombi, G., Woodruff, D., Francois, S., & Osher, T. 2012. Building school and teacher capacity to eliminate the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *35*(4), 284–295.

Reynolds, D., Bollen, R., Creemers, B., Hopkins, D., Stoll, L., & Lagerweij, L. (1996). *Making good schools: Linking effectiveness and school improvement*. London: Routledge.

The White House. (2013). *Now is the time: The president's plan to protect our children and our communities by reducing gun violence*. Washington, DC: Author. Retrieved from http://www.whitehouse.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf

Yoneyama, S., & Rigby, K. (2006). Bully/victim students & classroom climate. *Youth Studies Australia*, *25*(3), 34–41.

Appendices

Appendix A.
School-Level Report Example

[redacted]

Response Rate: 97%

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

January 2015 Conditions for Learning Survey

Dear Students, Parents, and School Faculty,

Enclosed are your school's results from the *Conditions For Learning* survey. This survey is an important component of your school's Academic Achievement Planning because it helps you monitor your students' opinions about the *Humanware* of your school, including your school's climate, perceived levels of student support, levels of challenge and perceptions about your students' social and emotional learning skills.

As CMSD moves through our Academic Transformation Plan, it is more important than ever that our schools and communities pay close attention to how our students feel about the conditions for learning in our schools! Research tells us that there is a strong relationship between these characteristics and academic achievement. The movement to new schools and introduction of new programs can only be helpful to our students if they feel good about the schools and programs they attend.

Each school building uses the data from the *Conditions For Learning* survey to make decisions about how to adjust the support services for students in their schools. Schools also measure safety incidents, attendance rates, and other non-academic risk factors to evaluate the kinds of services and supports provided to our children.

Parents and faculty can help too. A number of tools are available to assist you with your planning. On the back page are a number of resources to consider, and the AAP planning toolkit available to your school through SchoolNet provides additional support as well.

Improvements in the conditions for learning in our schools will lead to improvements in achievement for our students, families, teachers, and administrators. And ongoing improvements in achievement are the evidence that we are indeed on the path to becoming a premier school district in the United States of America.

Sincerely,

Eric S. Gordon
Chief Executive Officer
Cleveland Metropolitan School District

What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the *Conditions For Learning* survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs-improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

Response Rates by Grade:

5th Graders	92%
6th Graders	100%
7th Graders	94%
8th Graders	100%

As you work with your school community to make plans for school improvement, remember to focus on all students, even if the majority of students rated your school positively.

What role can principals and school teams play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

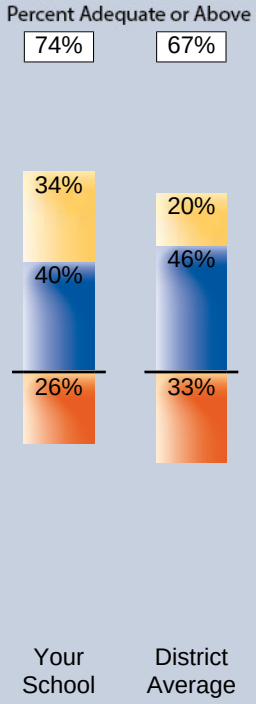
Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	74%
Challenge	95%
Student Support	91%
Social and Emotional Learning	81%

Safe and Respectful Climate

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results



What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

EXCELLENT: 34% of students report that the level of safety is excellent.

ADEQUATE: 40% of students report that the level of safety is adequate.

NEEDS IMPROVEMENT: 26% of students report that they do not feel safe.

Results by Groups of Students

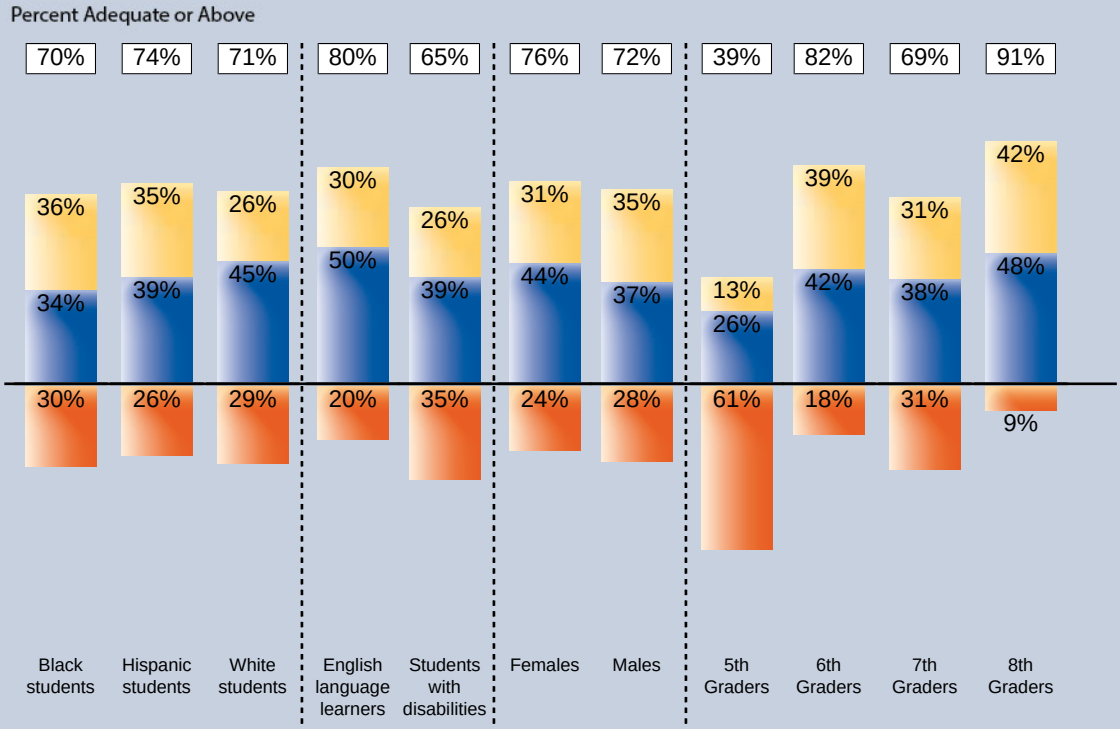
Some groups of students feel less safe than others at your school. These groups include Students with disabilities and 5th Graders. *Some* groups of students feel safer than others at your school. These groups include 6th Graders and 8th Graders.

EXCELLENT
Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

ADEQUATE
Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.

NEEDS IMPROVEMENT
Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

Results by Groups of Students

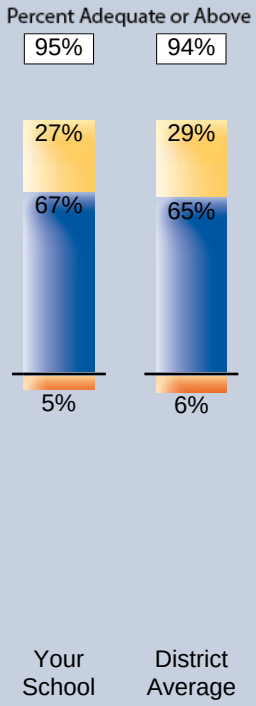


Results are not reported for Asian/ Pacific Islander students, Multiracial students and Native American students because there were fewer than 10 students in each of these groups in your school.

Challenge

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results



What These Results Mean

The Challenge scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A challenging curriculum, presented in a way that is relevant to students, will promote student achievement.

EXCELLENT: 27% of students report that their classes are challenging.

ADEQUATE: 67% of students report that the level of challenge is adequate.

NEEDS IMPROVEMENT: 5% of students think that the school is not challenging.

Results by Groups of Students

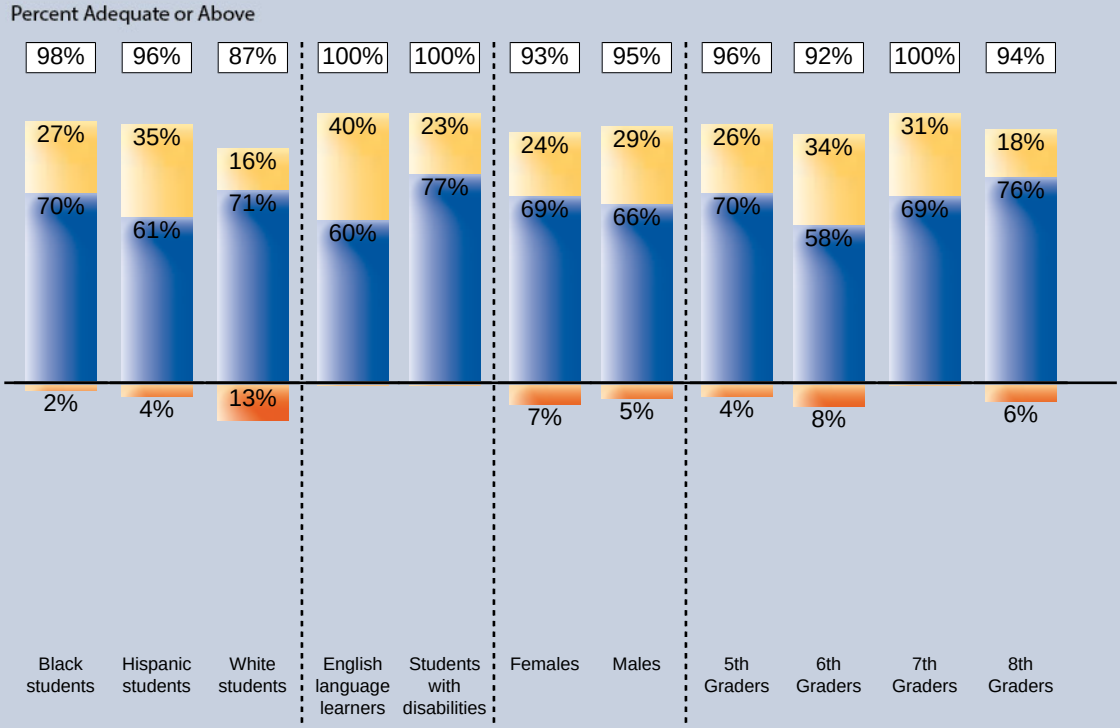
Some groups of students feel less challenged than others at your school. These groups include White students. *Some* groups of students feel more challenged than others at your school. These groups include English language learners, Students with disabilities and 7th Graders.

EXCELLENT
Students think that their teachers and other adults in the school expect *all* students to put in a high level of effort and be engaged in their course work. Students think that *most* classes are interesting, challenging, and relevant.

ADEQUATE
Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

NEEDS IMPROVEMENT
Students think that their teachers and other adults in the school expect *few* students to perform at a high level. Students think that classes are often boring and are disconnected from their lives outside the classroom. Students think that teachers do not expect them to work hard or attend every class.

Results by Groups of Students

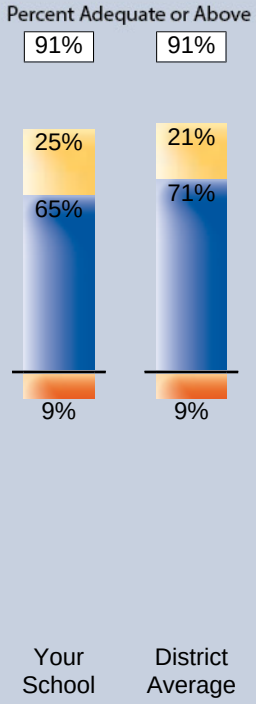


Results are not reported for Asian/ Pacific Islander students, Multiracial students and Native American students because there were fewer than 10 students in each of these groups in your school.

Student Support

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results



What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds.

EXCELLENT: 25% of students report that the level of support is excellent.

ADEQUATE: 65% of students report that the level of support is adequate.

NEEDS IMPROVEMENT: 9% of students report that the level of support needs improvement.

Results by Groups of Students

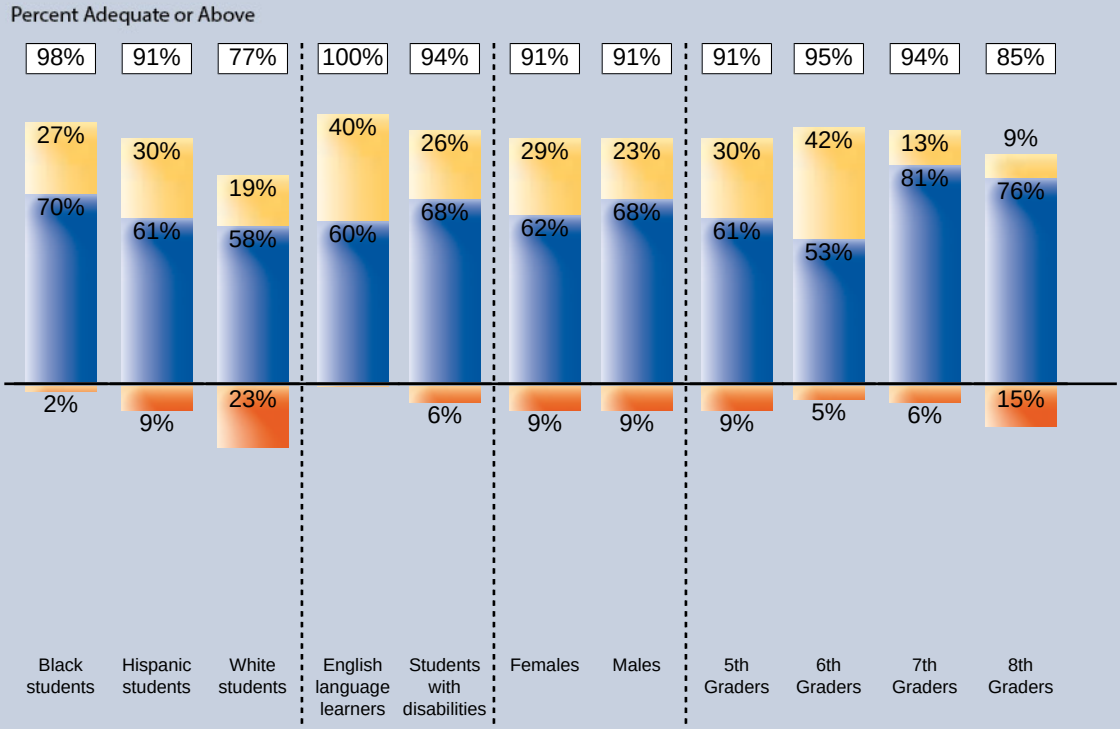
Some groups of students feel less supported than others at your school. These groups include White students and 8th Graders. *Some* groups of students feel more supported than others at your school. These groups include Black students and English language learners.

EXCELLENT
Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.

ADEQUATE
Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

NEEDS IMPROVEMENT
Students think that *most* teachers and other adults in the school do not listen to them, care about them, or treat them fairly. Students report that it is hard to get extra help when needed.

Results by Groups of Students

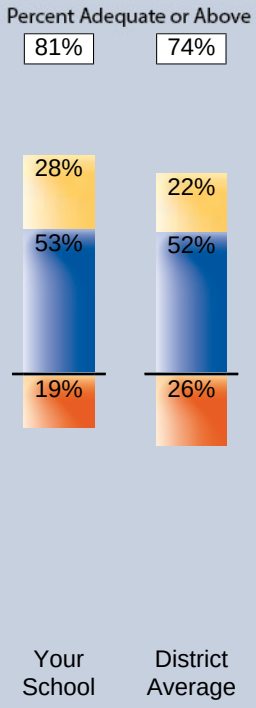


Results are not reported for Asian/ Pacific Islander students, Multiracial students and Native American students because there were fewer than 10 students in each of these groups in your school.

Social and Emotional Learning

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results



What These Results Mean

The Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills. Developing students' social and emotional learning skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

EXCELLENT: 28% of students report that *most* of their peers have excellent social and emotional skills.

ADEQUATE: 53% of students report that their peers have adequate social and emotional skills.

NEEDS IMPROVEMENT: 19% of students report that their peers' social and emotional skills need improvement.

Results by Groups of Students

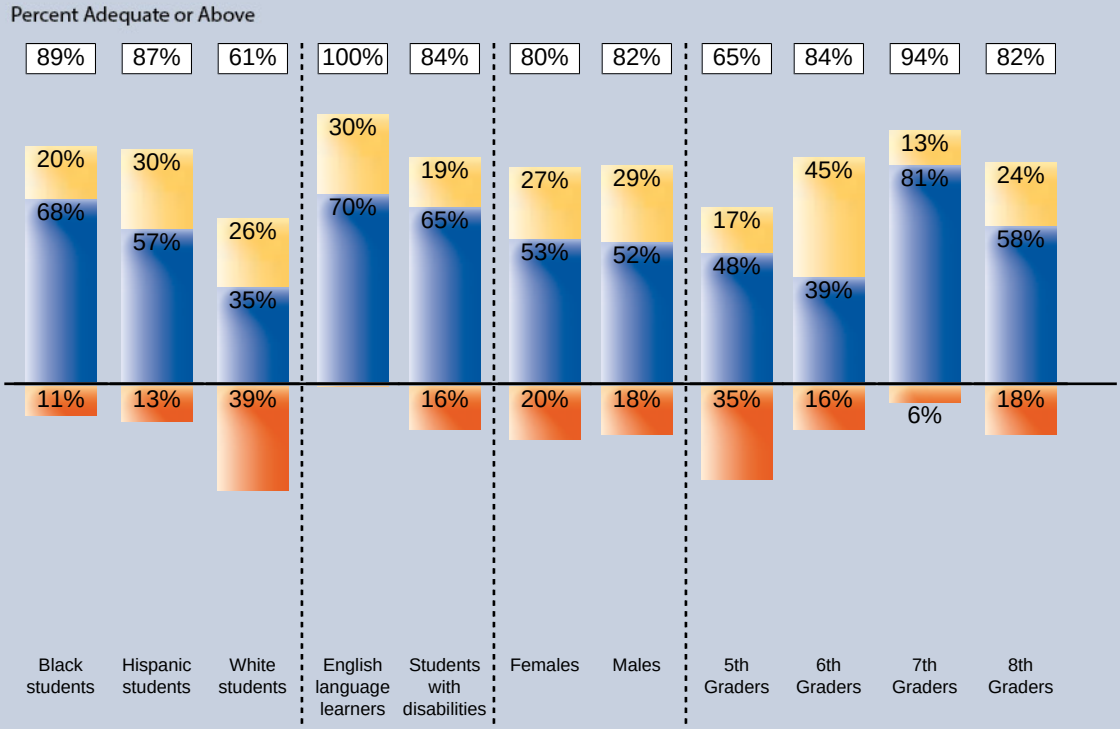
Some groups of students have more negative perceptions of other students' social and emotional skills. These groups include White students and 5th Graders. *Some* groups of students have more positive perceptions of other students' social and emotional skills. These groups include Black students, English language learners and 7th Graders.

EXCELLENT
Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

ADEQUATE
Students report that *some* students in the school have good social skills, want to do well in school, and work well in teams. These students *sometimes* resolve conflicts peacefully and solve problems creatively. They may give up when their school work is difficult.

NEEDS IMPROVEMENT
Students *do not* rate their peers as socially skilled. They report that other students do not care about doing well in school. Students have trouble resolving conflicts and solving problems. They think it is OK to cheat. They often give up when their school work is difficult.

Results by Groups of Students



Results are not reported for Asian/ Pacific Islander students, Multiracial students and Native American students because there were fewer than 10 students in each of these groups in your school.

Your School's Performance on the Individual Questions

CLEVELAND METROPOLITAN SCHOOL DISTRICT
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This table shows the percentage of students in your school who provided each response to each question on the survey. The most frequent response is indicated in bold. *Note: These questions should be reviewed along with your school's results on each scale.*

Safe and Respectful Climate

Physical Safety

How safe do you feel:	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	6	25	**38**	30
2. In the hallways and bathrooms of the school?	5	19	30	**46**
3. In your classes?	1	9	28	**62**

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	28	**48**	19	5
5. I feel safe when security is present.	8	15	**50**	28
6. I sometimes stay home because I don't feel safe at school.	**52**	37	7	4
7. Students at this school are often bullied.	10	**41**	34	14
8. Students at this school are often threatened.	19	**44**	25	13
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, or weight).	20	**33**	27	20

Emotional Safety

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	26	**40**	26	7
11. Like to put others down.	31	**36**	22	12
12. Don't get along together very well.	26	**36**	25	12
13. Just look out for themselves.	28	**35**	28	10
14. Treat each other with respect.	8	31	**39**	22

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	13	32	**41**	15

Challenge

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	5	20	**52**	23
2. Encourage students to share their ideas about things we are studying in class.	6	10	**50**	34
3. Often require me to explain my answers.	2	8	**50**	40
4. Often assign homework that helps me learn.	2	8	**54**	36
5. Think all students can do challenging school work.	4	23	**41**	32

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	8	19	**50**	23
7. Students at this school are expected to learn challenging math material to get them ready for high school.	3	10	**51**	36

How much do you agree with the following statements about this class:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
8. The topics we are studying are interesting and challenging.	6	10	**63**	21
9. This class really makes me think.	5	9	**53**	33
10. I am usually bored in this class.	23	**38**	18	22

This school year, how often have your teachers given you an assignment to:	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
11. Write a research paper of 2 or more pages.	17	**52**	18	13
12. Write a paper in which you defended your own point of view or ideas.	15	**49**	24	12
13. Make a formal presentation to a class about something you read or researched.	24	**49**	16	11

Student Support

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	6	7	36	**51**
2. Help me make up work after an excused absence.	11	21	**39**	29
3. Give me feedback on my assignments that helps me improve my work.	5	9	**50**	35

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	23	**42**	26	9
5. Adults in this school apply the same rules to all students equally.	8	25	**37**	30
6. I wish I went to a different school.	**42**	39	6	13
7. I can get extra help at school outside of my regular classes.	5	18	**50**	28
8. An adult at this school has helped me plan for life after high school.	10	19	**42**	29
9. Adults in this school are usually willing to make the time to give students extra help.	5	20	**48**	26

The teacher for this class:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Notices if I have trouble learning something.	12	12	**48**	29
11. Will help me improve my work if I do poorly on an assignment.	11	19	**46**	24
12. Treats some students better than others.	**29**	25	27	18

This school year, how often have you:	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
13. Talked to a teacher about a problem you were having in class.	29	**41**	13	17
14. Talked to an adult at school about something that was bothering you.	**34**	**34**	18	14
15. Talked to an adult at school about something outside of school that is important to you.	**44**	30	14	13

Social and Emotional Learning

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	27	23	**36**	14
2. Get into arguments when they disagree with people.	13	35	**37**	15
3. Think it's OK to cheat if other students are cheating.	28	**39**	22	10
4. Try to work out their disagreements with other students by talking to them.	14	26	**45**	16
5. Do their share of the work when we have group projects.	4	22	**52**	22
6. Do all their homework.	6	30	**40**	24
7. Give up when they can't solve a problem easily.	22	**49**	25	5
8. Try to do a good job on school work even when it is not interesting.	6	23	**45**	27
9. Think it's OK to fight if someone insults them.	23	27	**30**	20
10. Say mean things to other students when they think the other students deserve it.	15	32	**37**	16
11. Do their best, even when their school work is difficult.	4	17	**52**	27

Moving Forward on Improving Conditions for Learning

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Safe and Respectful Climate

Moving Forward

Employ a comprehensive, three-level approach to discipline designed to protect teachers and students from issues and influences that detract from teaching and learning.

1. Incorporate positive behavioral approaches with Tier 1 interventions like Student Support Teams, District Support Staff, and the District's social behavior program.
2. Offer early intervention with support from Tier 2 interventions like Student Support Teams, District Support Staff and Neighborhood Agencies.
3. Provide strengths-based individualized supports for students with greater levels of need with Tier 3 interventions like Student Support Teams, School based Mental Health Services (County Mental Health Board), Department of Children and Family Services, Tapestry, Mobile Crisis Team and Juvenile Court.
   Provide focused professional development on adolescent development, culturally responsive ways to interact with students in a calm and respectful manner, classroom behavior management, de-escalation techniques, and conflict resolution.

Resources

- Keep Schools Safe (www.keepschoolssafe.org)
- SaferSanerSchools (www.safersanerschools.org)
- Committee for Children (www.cfchildren.org)
- National PTA (www.pta.org)
- U.S. Department of Education parents section (www2.ed.gov/parents)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/safety))

Challenge

Moving Forward

Employ action steps to address school and classroom level practices and student characteristics.

1. Guaranteed and viable curriculum: Identify essential content for all students. Ensure that the essential content includes the following: adequate instructional time, sequence learning logistically, monitor teaching and protect the instructional time.
2. Instructional strategies: Provide teachers with a framework for using research-based strategies.
3. Classroom curriculum design: Have teachers identify types of knowledge related to content being taught in a variety of ways and emphasize the most critical aspects of the content.
4. Learned intelligence and background knowledge: Engage students in hands-on activities that increase students' life experiences, emphasize vocabulary development and provide direct instruction for the vocabulary that is essential for understanding the content.

Resources

- Intervention Central (www.interventioncentral.org)
- American Association of School Administrators (www.aasa.org)
- What Works Clearinghouse (www.whatworks.ed.gov)
- Ohio Department of Education (www.ode.state.oh.us)
- CMSD Student Support Team (SST) Manual
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/engagement))

Student Support

Moving Forward

1. Coordinate in-school support and align it with community social and health services.
2. Involve students in the interpretation of the *Conditions For Learning* survey results and in the school's development of strategies to positively impact the results.
3. Provide focused professional development to all staff in disciplines that build on existing connections between and among students, faculty, staff, administration, and families.
4. Provide professional development in ways to connect with and demonstrate care to students.
5. Use advisories effectively to connect with students individually and collectively.

Resources

- National Association of School Psychologists (www.nasponline.org)
- School Social Work Association of America (www.sswaa.org)
- National Association of School Nurses (www.nasn.org)
- New York City Department of Education (schools.nyc.gov/studentsupport)
- American Counseling Association (www.counseling.org)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/search?keywords=innovation%20spotlights))

Social and Emotional Learning

Moving Forward

Focus on the student's strengths. Follow up with consequences for misbehavior. Ask students how they feel. Find ways to stay calm when angry. Avoid humiliating or mocking the student. Give students choices and respect their wishes. Ask questions that help students solve problems on their own. Teachers and parents can use these strategies both at school and at home to encourage cooperative and service learning. Match student needs with resources in the school or community. Teach school staff to also promote the application of these skills throughout the school day.

Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning (www.casel.org)
- Edutopia (www.edutopia.org/social-emotional-learning)
- National School Climate Center (www.schoolclimate.org)
- Promoting Alternative THinking Strategies Program (www.channing-bete.com/prevention-programs/paths/paths.html)
- The National Center on Safe Supportive Learning Environments (http://safesupportivelearning.ed.gov/search?keywords=social and emotional learning))

Appendix B. District-Level Report Example

District Report
Response Rate: 83%

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

January 2015 Conditions for Learning Survey

Dear Students, Parents, and School Faculty,

Enclosed are the Cleveland Metropolitan School District's (CMSD) results from the *Conditions For Learning* survey. This survey is an important component of the district's transformation planning because it helps us monitor our students' opinions about the *Humanware* of our schools, including school climate, perceived levels of student support, levels of challenge and perceptions about students' social and emotional learning skills.

As CMSD moves through our Academic Transformation Plan, it is more important than ever that our schools and communities pay close attention to how our students feel about the conditions for learning in our schools! Research tells us that there is a strong relationship between these characteristics and academic achievement. The movement to new schools and introduction of new programs can only be helpful to our students if they feel good about the schools and programs they attend.

Each school building receives a school-level report and uses the data from the *Conditions For Learning* survey to make decisions about how to adjust the support services for students in their schools. Schools also measure safety incidents, attendance rates, and other non-academic risk factors to evaluate the kinds of services and supports provided to our children. The district-level results presented in this report can be used to supplement the information provided in those school-level reports.

Parents and faculty can help too. A number of tools are available to assist you with your planning. On the back page are a number of resources to consider, and the AAP planning toolkit available to your school through SchoolNet provides additional support as well.

Improvements in the conditions for learning in our schools will lead to improvements in achievement for our students, families, teachers, and administrators. And ongoing improvements in achievement are the evidence that we are indeed on the path to becoming a premier school district in the United States of America.

Sincerely,

Eric S. Gordon
Chief Executive Officer
Cleveland Metropolitan School District

What is in this report?

This report presents the district's results on the four scales of the *Conditions For Learning* survey, by grade level. Pages 2-3 of this report present the district's results on the safe and respectful climate scale, pages 4-5 present results on the challenge scale, pages 6-7 present results on the student support scale, and pages 8-9 present the results on the social and emotional scale.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs-improvement categories. Results are also shown for subgroups of students.

Pages 10-14 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

Response Rates:

Elementary School	94%
Middle School	92%
High School	68%

As you work with your district community to make plans for district improvement, remember to focus on all students, even if the majority of students rated the district positively.

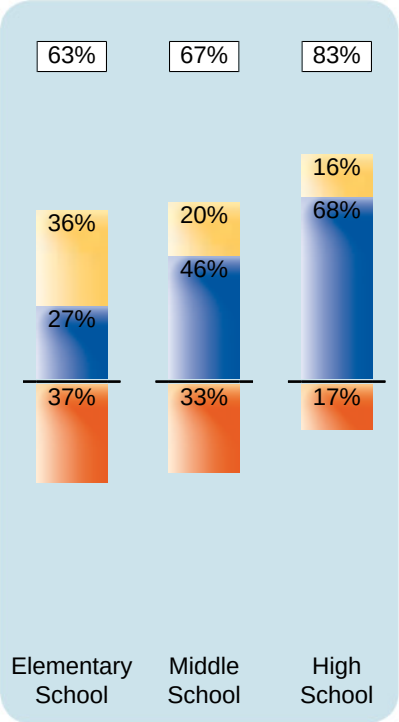
What role can principals and school teams play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

Percentage of students whose responses indicate that the district is performing adequately or better:

	Elementary	Middle	High
Safe & Respectful Climate	63%	67%	83%
Challenge	78%	94%	93%
Student Support	76%	91%	85%
Social & Emotional Learning	87%	74%	37%

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory



What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

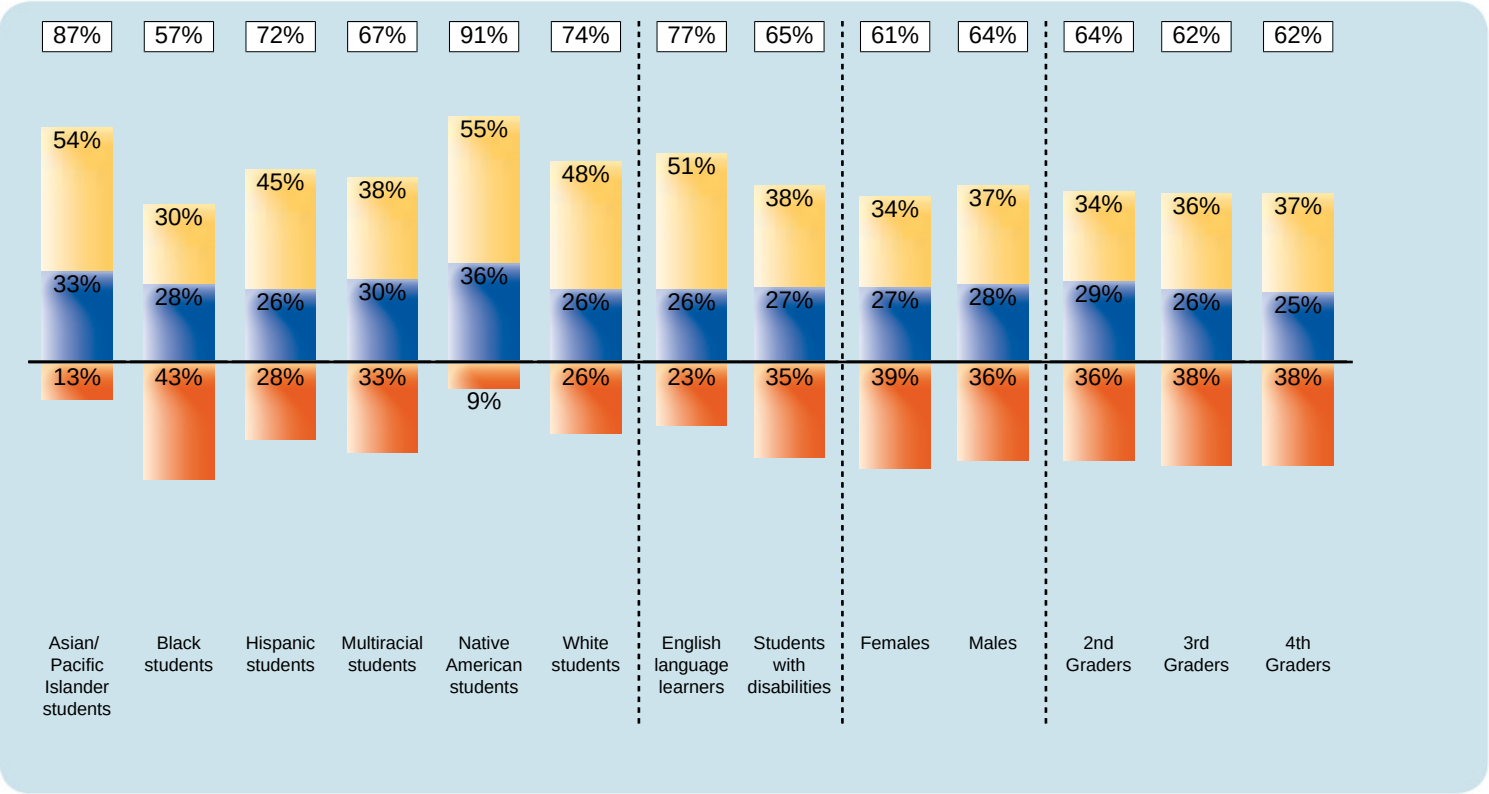
EXCELLENT
Students feel physically safe in their classes, in hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

ADEQUATE
Students feel physically safe most of the time , but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased. bullied, harassed, or put down by other students.

NEEDS IMPROVEMENT
Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They do not feel safe at school.

Results by Groups of Students - Elementary School

Some groups of elementary school students feel less safe than others. These groups include Black students and Females. *Some* groups of elementary school students feel safer than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, White students, English language learners, Students with disabilities and Males.



CLEVELAND METROPOLITAN SCHOOL DISTRICT
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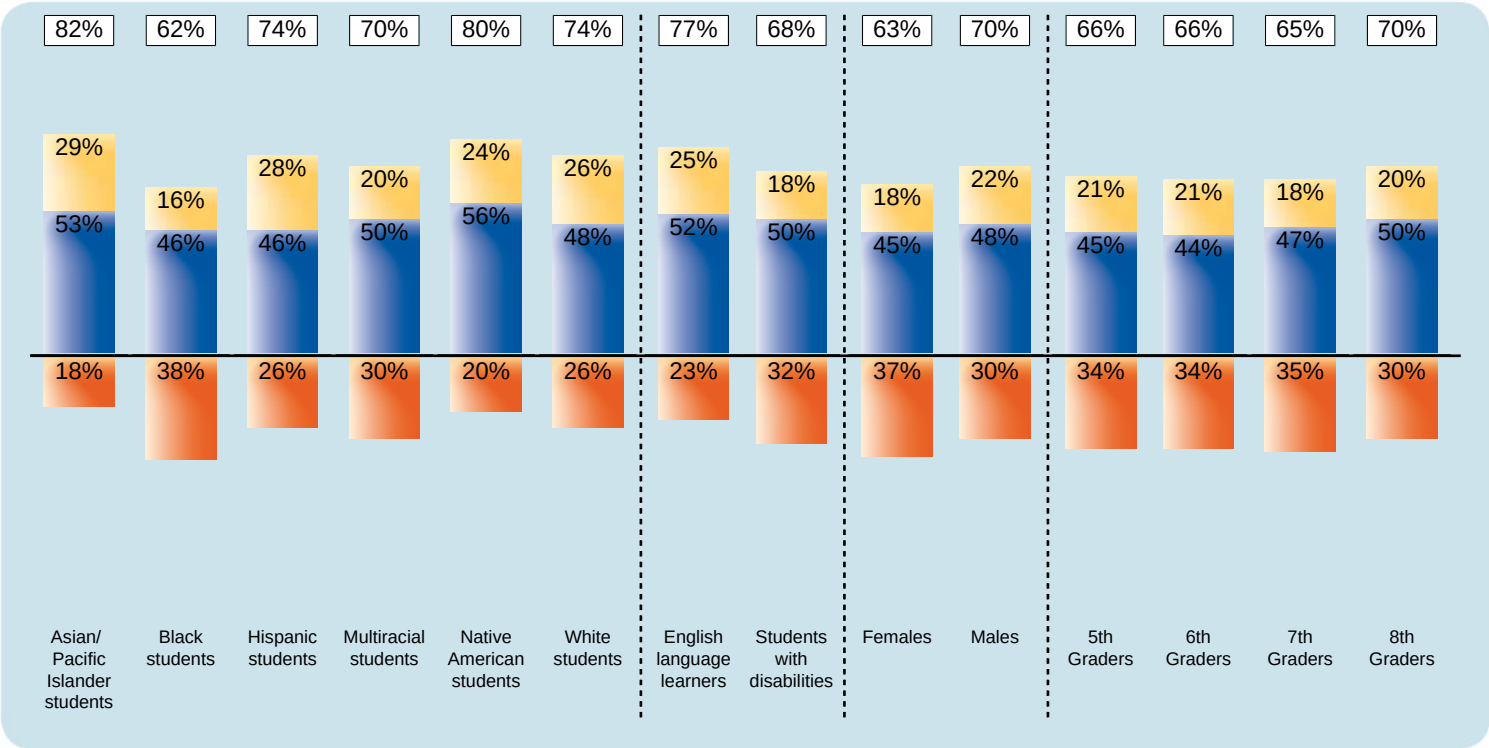
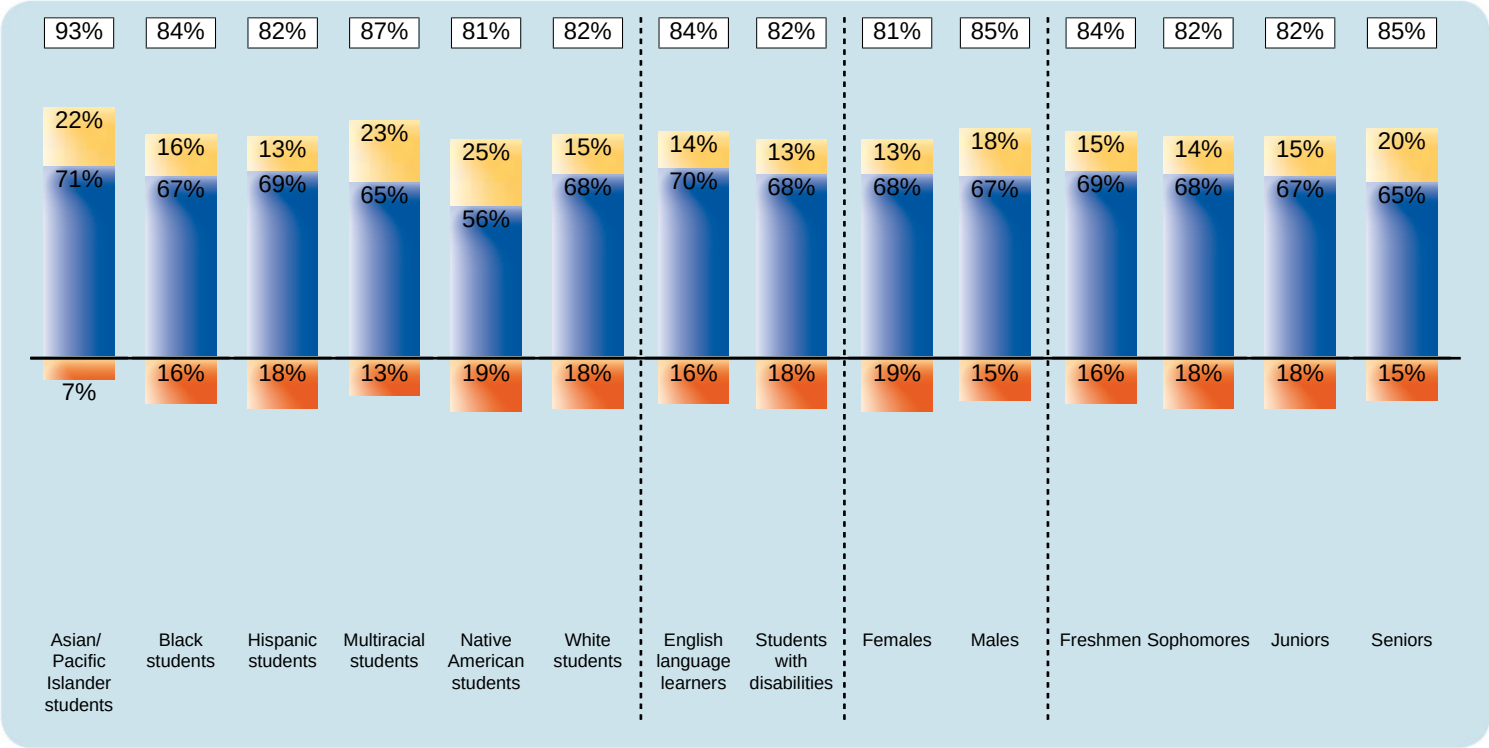
Results by Groups of Students - Middle School

Some groups of middle school students feel less safe than others. These groups include Black students, Females, 6th Graders and 7th Graders. *Some* groups of middle school students feel safer than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, White students, English language learners, Students with disabilities, Males and 8th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less safe than others. These groups include Hispanic students, Native American students, White students, Students with disabilities, Females, Sophomores and Juniors. *Some* groups of high school students feel safer than others. These groups include Asian/Pacific Islander students, Multiracial students, Males, Freshmen and Seniors.



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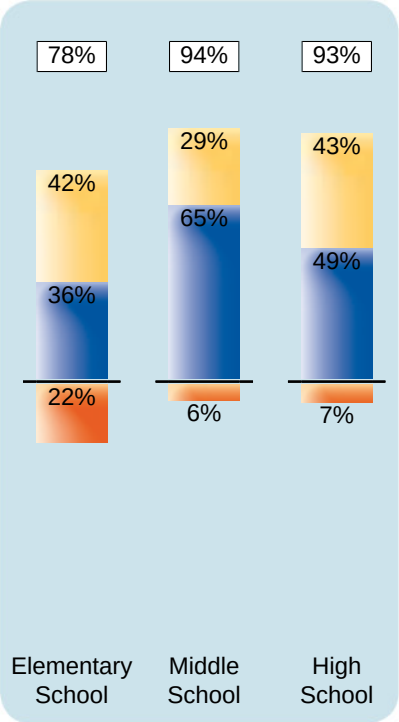


What These Results Mean

The Challenge scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A challenging curriculum, presented in a way that is relevant to students, will promote student achievement.

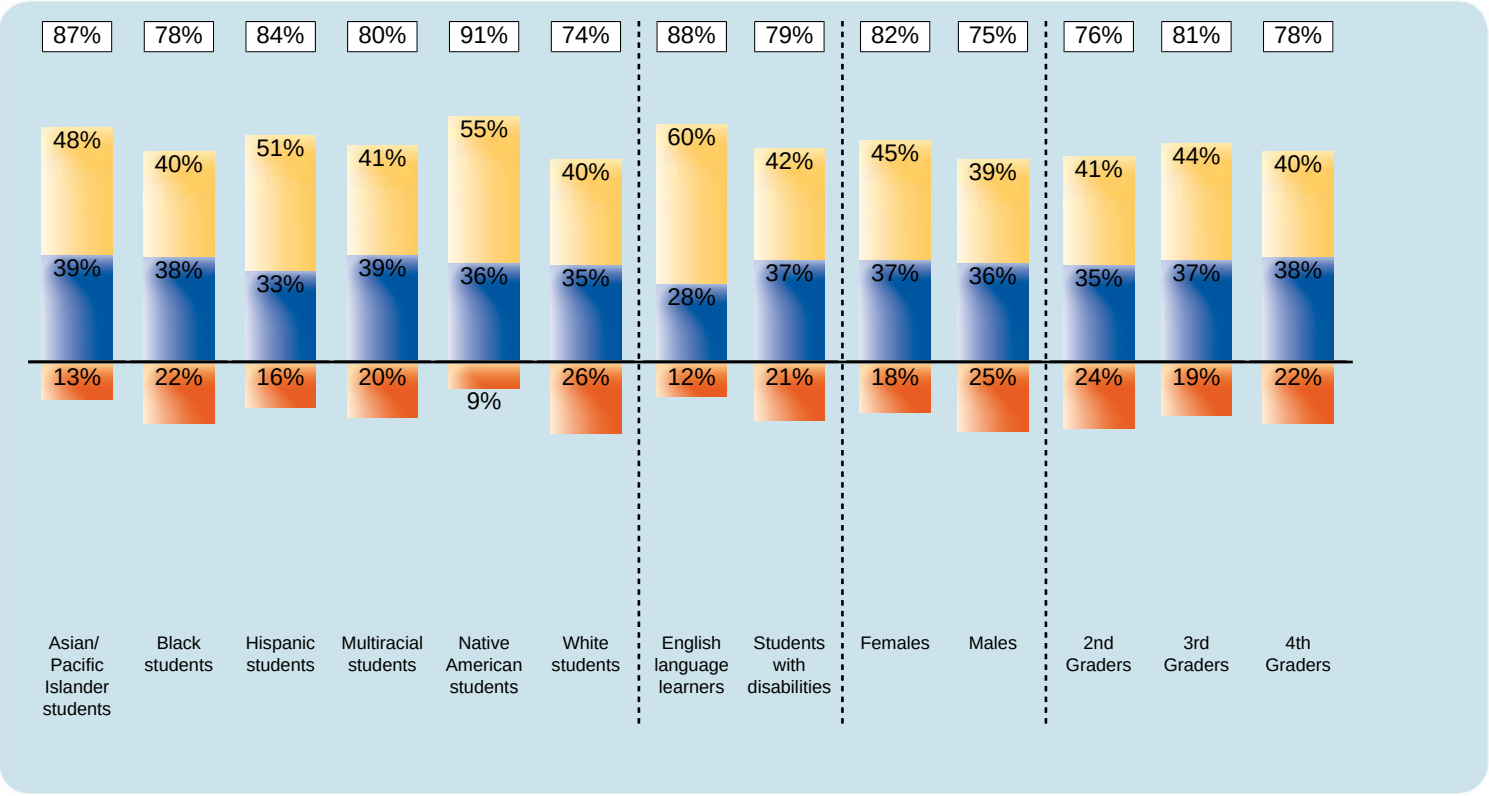
EXCELLENT
Students think that their teachers and other adults in the school expect *all* students to put in a high level of effort and be engaged in their course work. Students think that *most* classes are interesting, challenging, and relevant.

ADEQUATE
Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

NEEDS IMPROVEMENT
Students think that their teachers and other adults in the school expect *few* students to perform at a high level. Students think that classes are often boring and are disconnected from their lives outside the classroom. Students think that teachers do not expect them to work hard or attend every class.

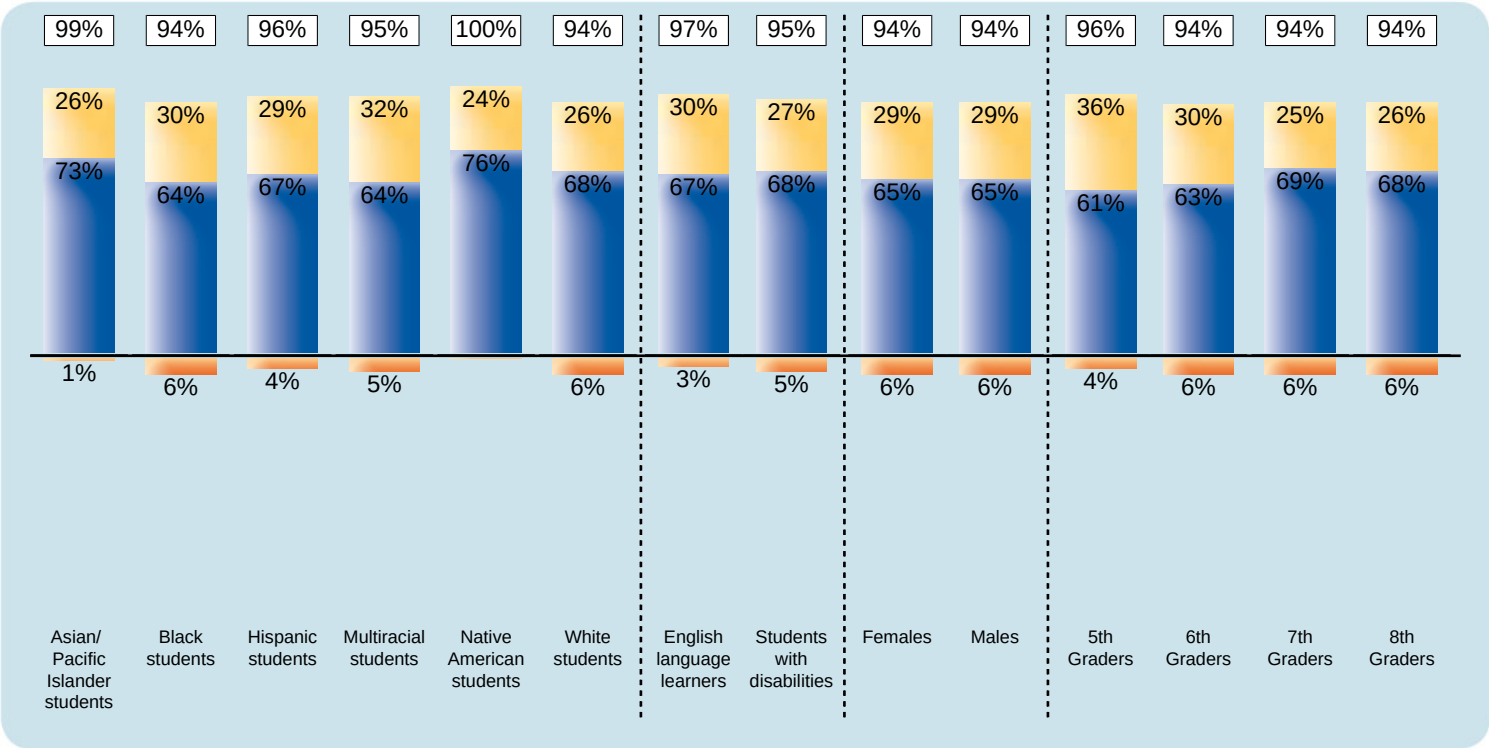
Results by Groups of Students - Elementary School

Some groups of elementary school students feel less challenged than others. These groups include White students, Males and 2nd Graders. *Some* groups of elementary school students feel more challenged than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, English language learners, Females and 3rd Graders.



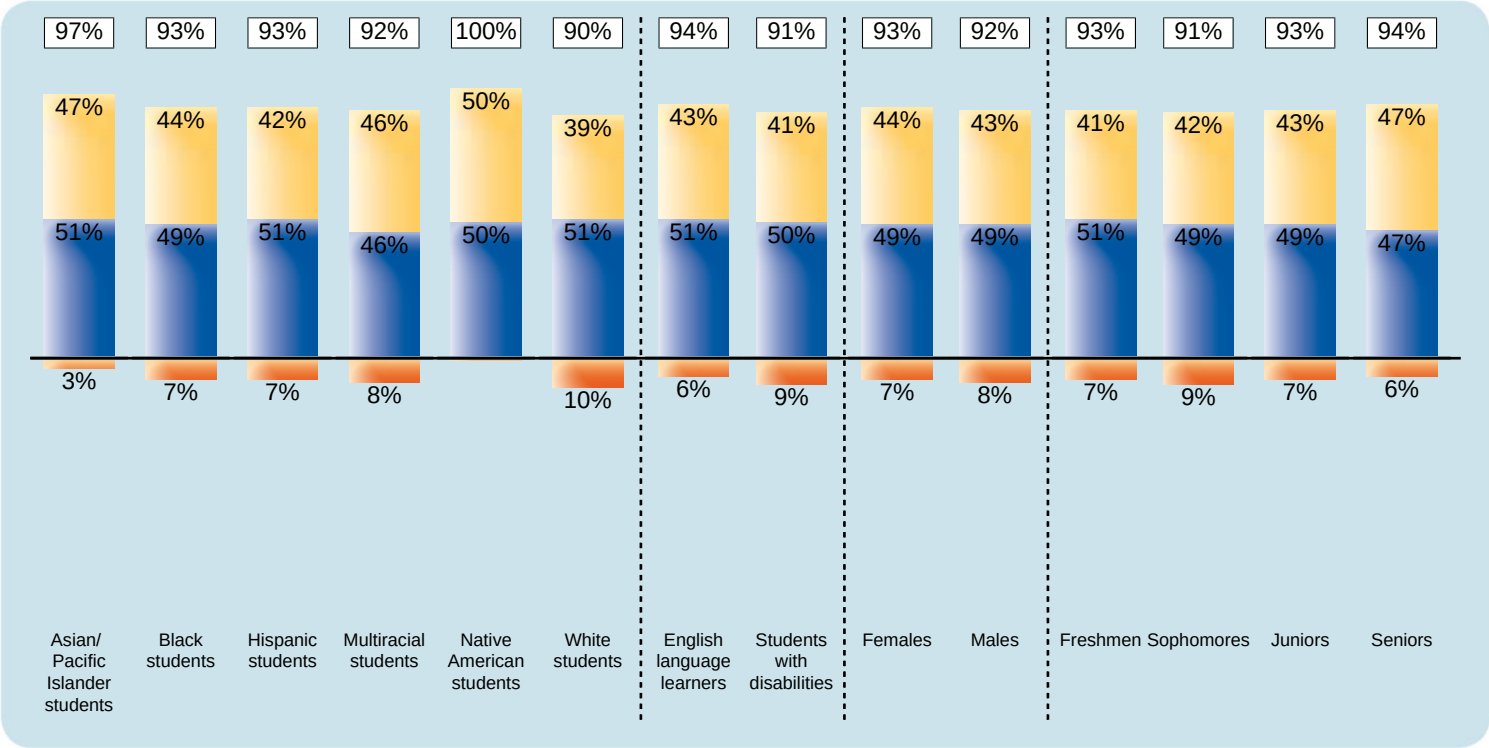
Results by Groups of Students - Middle School

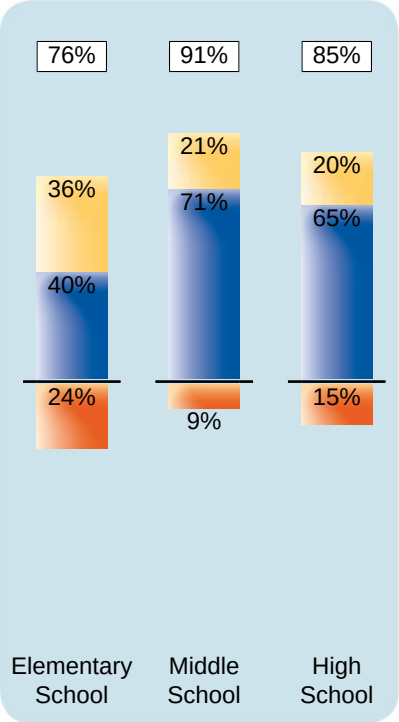
Some groups of middle school students feel more challenged than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, English language learners, Students with disabilities and 5th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less challenged than others. These groups include White students, Students with disabilities and Sophomores. *Some* groups of high school students feel more challenged than others. These groups include Asian/Pacific Islander students, Native American students, English language learners and Seniors.





What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds.

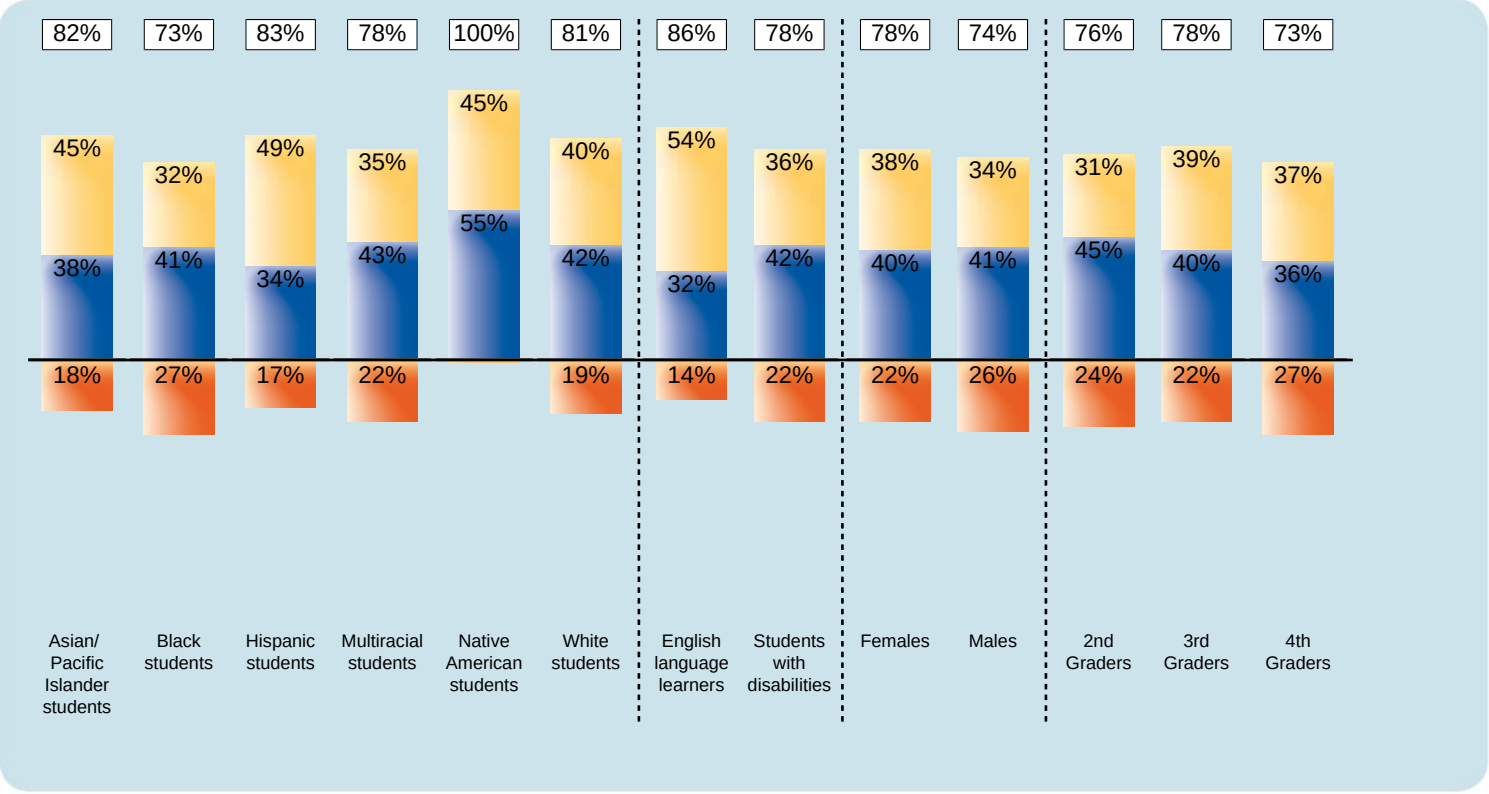
EXCELLENT
Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.

ADEQUATE
Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

NEEDS IMPROVEMENT
Students think that *most* teachers and other adults in the school do not listen to them, care about them, or treat them fairly. Students report that it is hard to get extra help when needed.

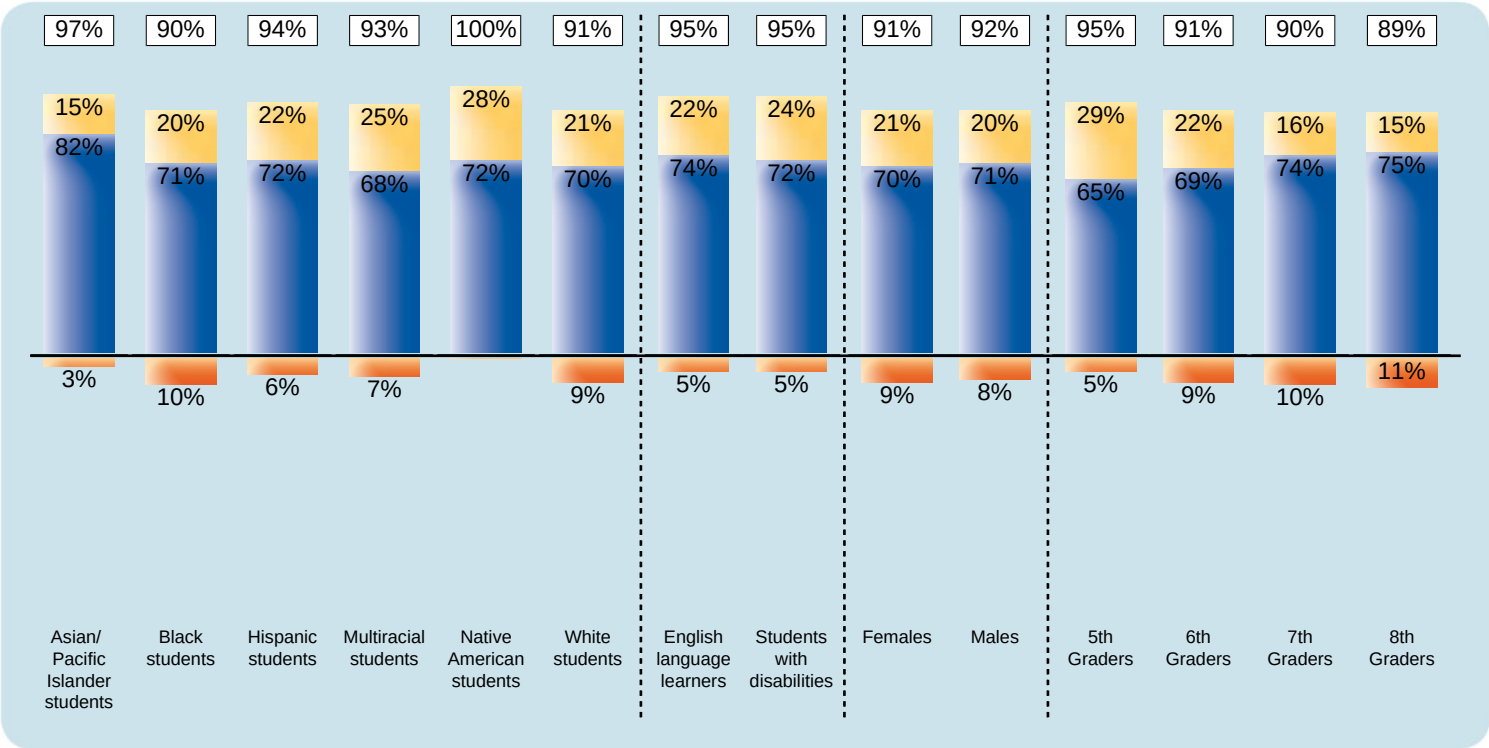
Results by Groups of Students - Elementary School

Some groups of elementary school students feel less supported than others. These groups include Black students, Males and 4th Graders. *Some* groups of elementary school students feel more supported than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, White students, English language learners, Students with disabilities, Females and 3rd Graders.



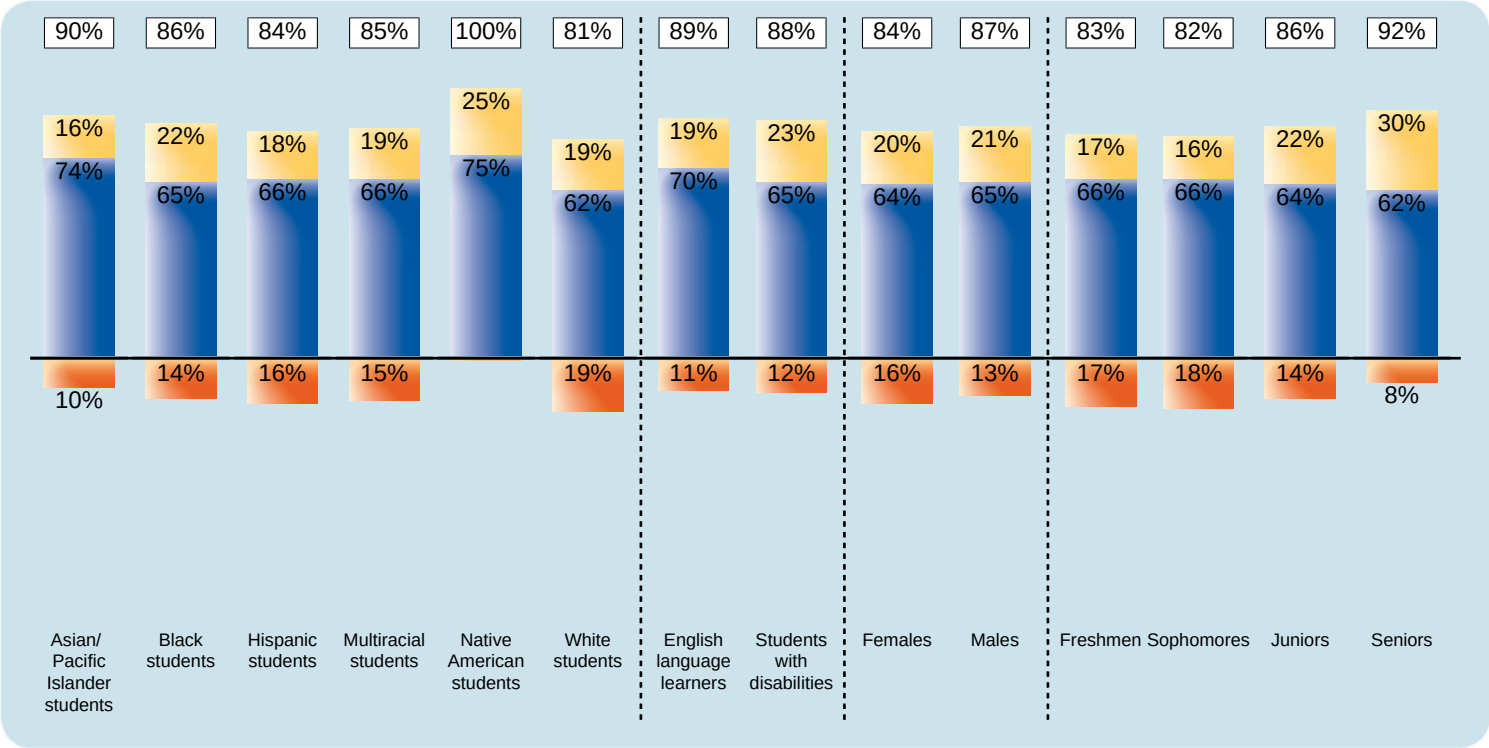
Results by Groups of Students - Middle School

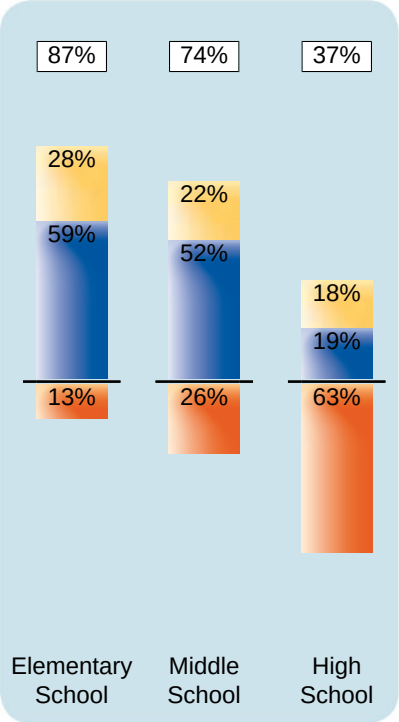
Some groups of middle school students feel less supported than others. These groups include Black students, 7th Graders and 8th Graders. *Some* groups of middle school students feel more supported than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, English language learners, Students with disabilities and 5th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less supported than others. These groups include Hispanic students, White students, Females, Freshmen and Sophomores. *Some* groups of high school students feel more supported than others. These groups include Asian/Pacific Islander students, Black students, Native American students, English language learners, Students with disabilities, Males, Juniors and Seniors.





What These Results Mean

The Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills, Developing students' social and emotional learning skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

EXCELLENT

Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

ADEQUATE

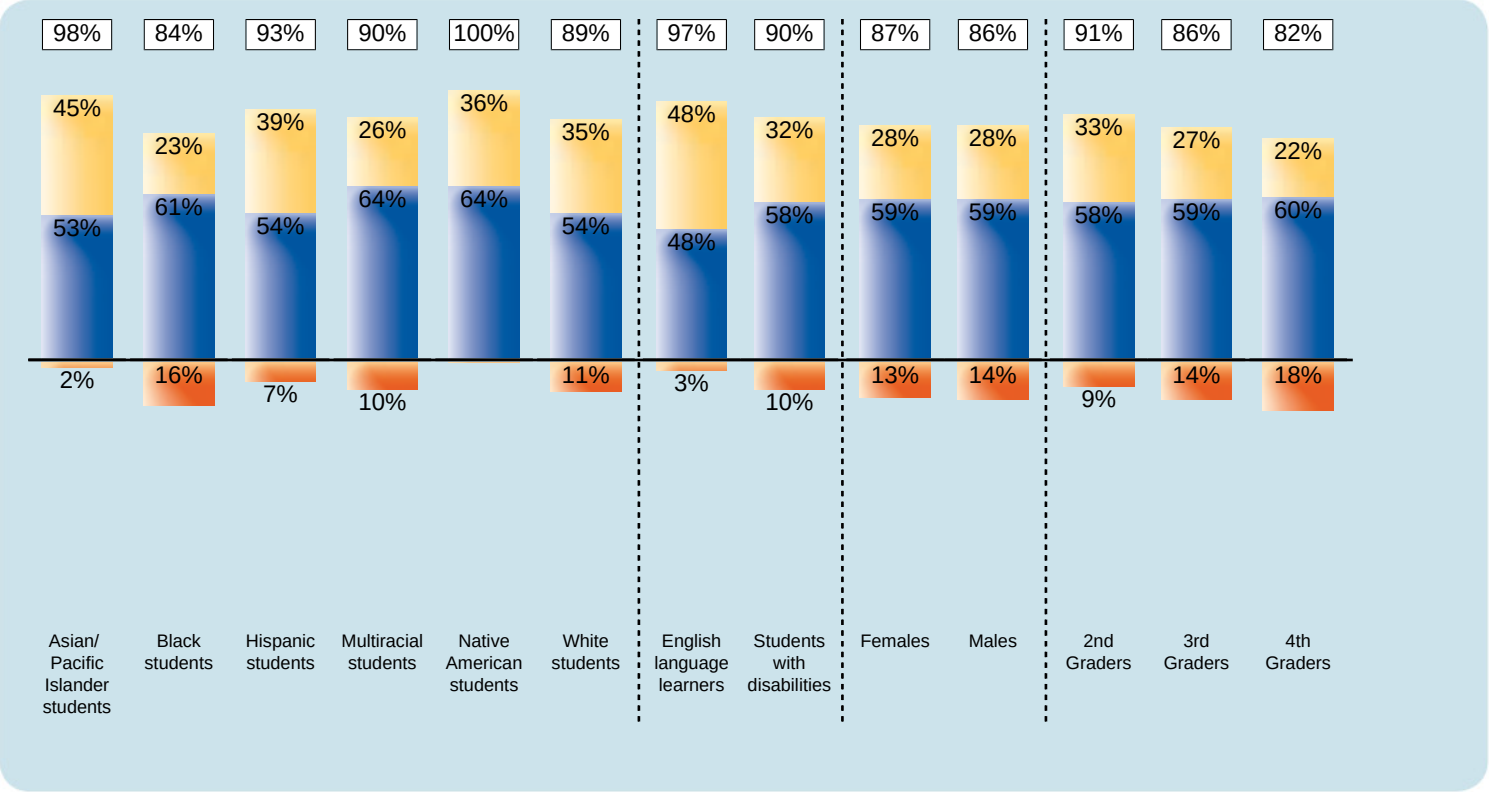
Students report that *some* students in the school have good social skills, want to do well in school, and work well in teams. These students sometimes resolve conflicts peacefully and solve problems creatively. They may give up when their school work is difficult.

NEEDS IMPROVEMENT

Students *do not* rate their peers as socially skilled. They report that other students do not care about doing well in school. Students have trouble resolving conflicts and solving problems. They think it is OK to cheat. They often give up when their school work is difficult.

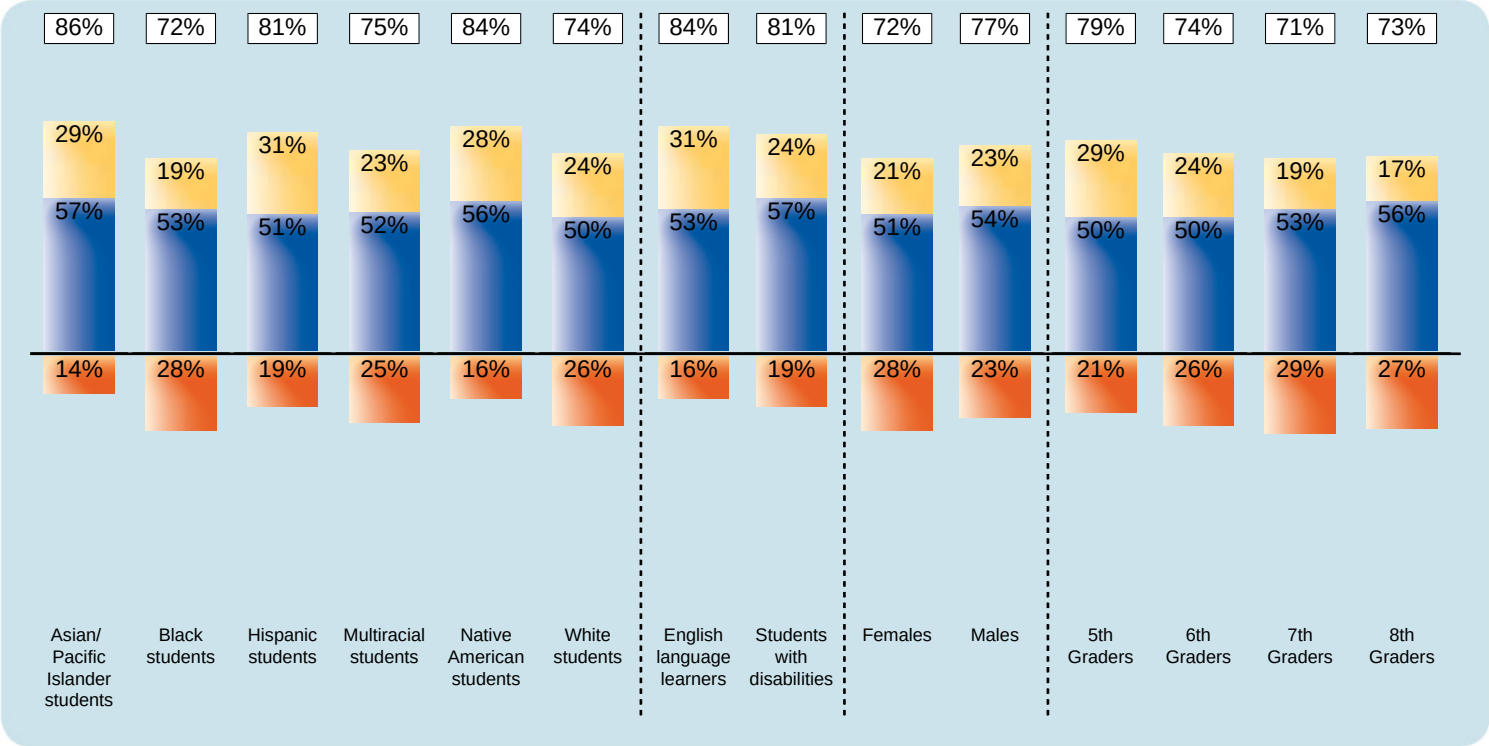
Results by Groups of Students - Elementary School

Some groups of elementary school students have more negative perceptions of other students' social and emotional skills. These groups include Black students, 3rd Graders and 4th Graders. *Some* groups of elementary school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, Native American students, White students, English language learners, Students with disabilities and 2nd Graders.



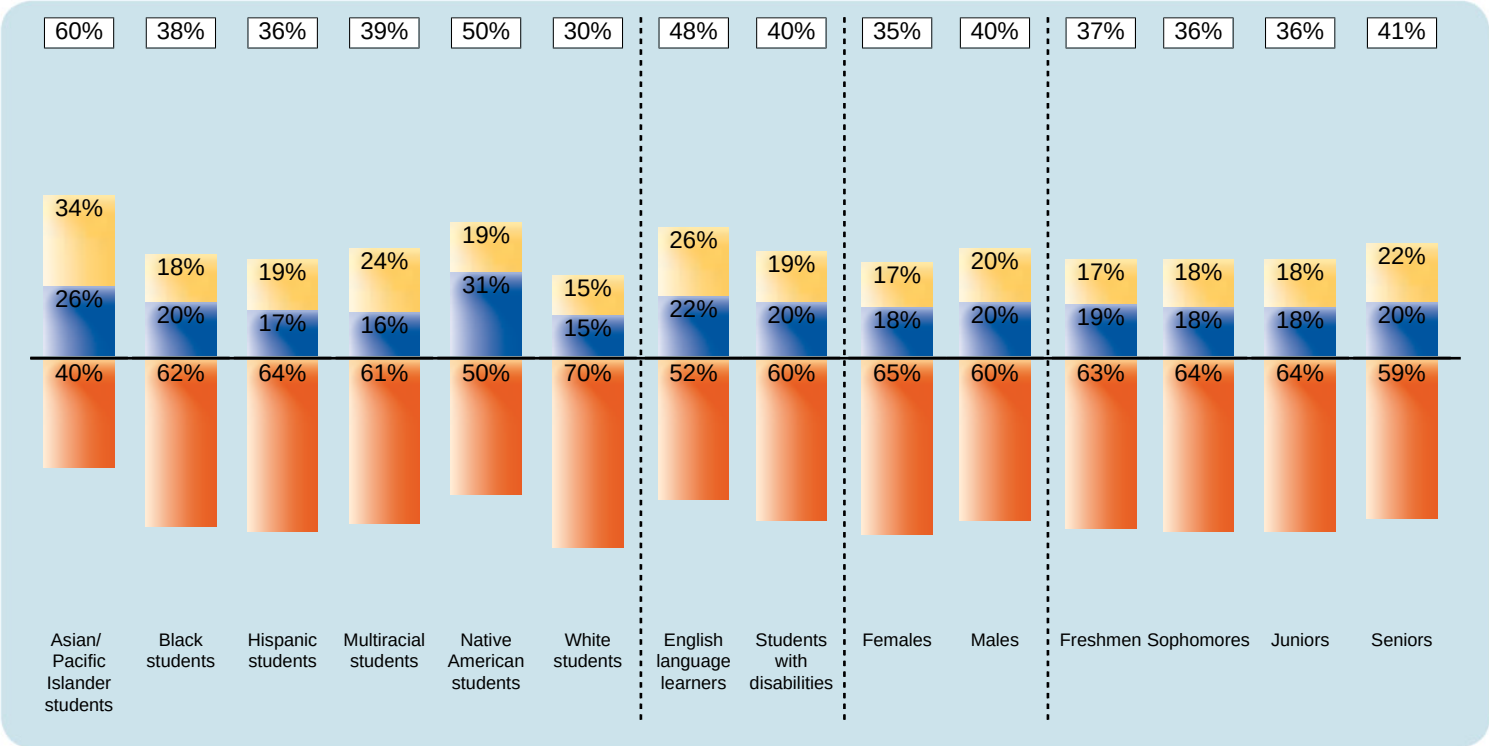
Results by Groups of Students - Middle School

Some groups of middle school students have more negative perceptions of other students' social and emotional skills. These groups include Black students, Females, 7th Graders and 8th Graders. *Some* groups of middle school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Hispanic students, Native American students, English language learners, Students with disabilities, Males and 5th Graders.



Results by Groups of Students - High School

Some groups of high school students have more negative perceptions of other students' social and emotional skills. These groups include Hispanic students, White students, Females and Sophomores. *Some* groups of high school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Black students, Multiracial students, Native American students, English language learners, Students with disabilities, Males and Seniors.



Performance on Individual Questions

These tables show the percentage of students who provided each response to each question on the survey.
The most frequent response is indicated in bold. *Note: These questions should be reviewed along with the results on each scale.*

Elementary School

Safe and Respectful Climate

Physical Safety

How safe do you feel:	No	Sometimes	Yes
1. I feel safe outside around the school.	24	26	**49**
2. I feel safe in the hallways and bathrooms of the school.	15	24	**61**
3. I feel safe in my classroom.	4	11	**85**
4. Students at my school are bullied.	21	**50**	29

Emotional Safety

	No	Sometimes	Yes
5. Most students in my school treat each other with respect.	25	**40**	35
6. Students at my school are teased, picked on, made fun of, or called names.	20	**41**	39

Challenge

	No	Sometimes	Yes
7. I am bored in school.	**43**	42	15
8. My teachers want us to talk with others about things we are studying.	8	23	**70**
9. My teachers ask me to explain my answers.	4	21	**75**
10. The homework I get from my teachers helps me learn.	4	12	**83**
11. My teachers give me work that is interesting.	9	39	**52**

Student Support

	No	Sometimes	Yes
12. Teachers and other staff in this school are fair to all students.	8	34	**58**
13. Teachers and other staff in this school are willing to give students help.	3	25	**73**
14. I wish I went to a different school.	**54**	30	16
15. My teachers really care about me.	6	11	**83**
16. My teachers treat some students better than others.	**58**	22	20
17. My teachers notice if I have trouble learning something.	8	28	**64**
18. My teachers help me do better on my school work.	4	16	**80**

Social and Emotional Learning

	No	Sometimes	Yes
19. Most students in my school stop and think before they get too angry.	32	**45**	23
20. Most of the students in my school do their part when we work together on a group project.	7	38	**55**
21. Most students in my school do their best, even when their school work is hard.	7	37	**56**
22. Most students in my school get mad when they disagree with people.	26	**45**	29
23. Most students in my school try to talk to other students if they are having a problem with them.	21	38	**41**

CLEVELAND METROPOLITAN SCHOOL DISTRICT
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Middle School

Safe and Respectful Climate

Physical Safety

How safe do you feel:	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	11	29	**35**	25
2. In the hallways and bathrooms of the school?	6	16	34	**44**
3. In your classes?	3	11	29	**58**

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	26	**43**	21	10
5. I feel safe when security is present.	9	16	**46**	30
6. I sometimes stay home because I don't feel safe at school.	**53**	35	7	4
7. Students at this school are often bullied.	13	34	**37**	17
8. Students at this school are often threatened.	15	**36**	34	15
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, or weight).	16	30	**34**	20

Emotional Safety

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	18	**42**	29	12
11. Like to put others down.	17	**36**	32	15
12. Don't get along together very well.	13	35	**37**	16
13. Just look out for themselves.	15	**40**	32	14
14. Treat each other with respect.	13	30	**42**	15

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	10	27	**43**	21

Challenge

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	7	16	**51**	26
2. Encourage students to share their ideas about things we are studying in class.	5	10	**51**	34
3. Often require me to explain my answers.	3	7	44	**46**
4. Often assign homework that helps me learn.	5	9	**47**	40
5. Think all students can do challenging school work.	6	18	**45**	31

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	8	22	**45**	25
7. Students at this school are expected to learn challenging math material to get them ready for high school.	4	12	**49**	36

How much do you agree with the following statements about this class:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
8. The topics we are studying are interesting and challenging.	7	15	**55**	23
9. This class really makes me think.	7	14	**50**	29
10. I am usually bored in this class.	21	**34**	26	19

This school year, how often have your teachers given you an assignment to:	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
11. Write a research paper of 2 or more pages.	17	**40**	26	16
12. Write a paper in which you defended your own point of view or ideas.	16	**42**	26	16
13. Make a formal presentation to a class about something you read or researched.	17	**41**	25	16

CLEVELAND METROPOLITAN SCHOOL DISTRICT
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Middle School Continued

Student Support

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	8	11	**42**	38
2. Help me make up work after an excused absence.	8	15	**45**	32
3. Give me feedback on my assignments that helps me improve my work.	5	10	**48**	37

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	22	**45**	22	11
5. Adults in this school apply the same rules to all students equally.	12	19	**40**	29
6. I wish I went to a different school.	30	**35**	17	18
7. I can get extra help at school outside of my regular classes.	8	18	**48**	26
8. An adult at this school has helped me plan for life after high school.	12	22	**39**	27
9. Adults in this school are usually willing to make the time to give students extra help.	6	14	**51**	30

The teacher for this class:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Notices if I have trouble learning something.	8	14	**52**	26
11. Will help me improve my work if I do poorly on an assignment.	7	12	**50**	31
12. Treats some students better than others.	30	**32**	22	17

This school year, how often have you:	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
13. Talked to a teacher about a problem you were having in class.	30	**36**	17	18
14. Talked to an adult at school about something that was bothering you.	**37**	34	15	14
15. Talked to an adult at school about something outside of school that is important to you.	**45**	29	14	12

Social and Emotional Learning

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	25	**38**	27	10
2. Get into arguments when they disagree with people.	9	24	**45**	22
3. Think it's OK to cheat if other students are cheating.	24	**38**	25	13
4. Try to work out their disagreements with other students by talking to them.	17	32	**38**	13
5. Do their share of the work when we have group projects.	7	18	**55**	20
6. Do all their homework.	16	**36**	35	13
7. Give up when they can't solve a problem easily.	17	**44**	28	11
8. Try to do a good job on school work even when it is not interesting.	7	18	**53**	23
9. Think it's OK to fight if someone insults them.	15	28	**32**	25
10. Say mean things to other students when they think the other students deserve it.	12	30	**38**	20
11. Do their best, even when their school work is difficult.	7	19	**50**	24

CLEVELAND METROPOLITAN SCHOOL DISTRICT
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High School

Safe and Respectful Climate

Physical Safety

How safe do you feel:	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	10	36	**38**	15
2. In the hallways and bathrooms of the school?	5	21	**43**	31
3. In your classes?	4	16	**40**	**40**

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	22	**49**	22	7
5. I feel safe when security is present.	9	24	**51**	15
6. I sometimes stay home because I don't feel safe at school.	**46**	41	8	4
7. Students at this school are often bullied.	13	**46**	31	10
8. Students at this school are often threatened.	14	**45**	31	11
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, weight or sexual orientation).	15	**41**	31	12

Emotional Safety

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	11	**44**	32	12
11. Like to put others down.	11	**45**	32	12
12. Don't get along together very well.	11	**46**	32	11
13. Just look out for themselves.	9	**40**	37	14
14. Treat each other with respect.	10	34	**46**	10

How much do you agree with the following statements about your school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	11	**39**	38	13

Challenge

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	8	25	**51**	16
2. Encourage students to share their ideas about things we are studying in class.	5	17	**56**	21
3. Often require me to explain my answers.	4	11	**56**	29
4. Often assign homework that helps me learn.	7	20	**53**	20
5. Think all students can do challenging school work.	5	18	**51**	26

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	8	32	**45**	16
7. In my classes, we often discuss different interpretations of things we read.	5	17	**59**	19
8. Students in this school are expected to take four years of math.	4	11	**56**	29
9. Students in this school are expected to take four years of science.	5	21	**50**	24
10. Students in this school are expected to take more than two years of a foreign language.	5	25	**49**	20
11. Students in this school are encouraged to take advanced classes, such as honors, Advanced Placement (AP), or International Baccalaureate (IB), or classes that lead to professional certification.	6	20	**51**	23

How much do you agree with the following statements about this class:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
12. The topics we are studying are interesting and challenging.	9	21	**54**	16
13. This class really makes me think.	8	18	**53**	22
14. I am usually bored in this class.	14	**35**	30	21

This school year, how often have your teachers given you an assignment to:	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
15. Write a research paper of 5 or more pages using multiple sources of information.	19	**36**	31	14
16. Write a paper in which you defended your own point of view or ideas.	12	**39**	32	17
17. Make a formal presentation to a class about something you read or researched.	12	**38**	31	19

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

High School Continued

Student Support

My teachers:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	9	19	**50**	23
2. Help me make up work after an excused absence.	9	20	**49**	21
3. Give me feedback on my assignments that helps me improve my work.	6	17	**54**	24

How much do you agree with the following:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	12	**49**	27	12
5. Adults in this school apply the same rules to all students equally.	13	26	**44**	17
6. I wish I went to a different school.	21	**39**	22	19
7. I can get extra help at school outside of my regular classes.	6	19	**55**	20
8. An adult at this school has helped me plan for life after high school.	9	24	**46**	22
9. Notices if I have trouble learning something.	11	20	**51**	18
10. Will help me improve my work if I do poorly on an assignment.	10	17	**51**	23
11. Talked to a teacher about a problem you were having in class.	29	**36**	21	14
12. Talked to an adult at school about something that was bothering you.	**40**	31	17	12
13. Talked to an adult at school about something outside of school that is important to you.	**39**	31	17	12
14. Talked to a counselor at school in depth about planning for college.	**38**	30	18	14

Social and Emotional Learning

Most students in my school:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	19	**44**	29	8
2. Get into arguments when they disagree with people.	5	25	**50**	20
3. Think it's OK to cheat if other students are cheating.	11	**39**	36	15
4. Try to work out their disagreements with other students by talking to them.	13	38	**39**	9
5. Do their share of the work when we have group projects.	8	27	**53**	12
6. Do all their homework.	15	**42**	34	9
7. Give up when they can't solve a problem easily.	8	**43**	37	12
8. Try to do a good job on school work even when it is not interesting.	8	26	**53**	14
9. Think it's OK to fight if someone insults them.	8	30	**39**	23
10. Say mean things to other students when they think the other students deserve it.	7	31	**45**	17
11. Do their best, even when their school work is difficult.	7	28	**51**	14

Moving Forward on Improving Conditions for Learning

Safe and Respectful Climate

Moving Forward

Employ a comprehensive, three-level approach to discipline designed to protect teachers and students from issues and influences that detract from teaching and learning.

1. Incorporate positive behavioral approaches with Tier 1 interventions like Student Support Teams, District Support Staff, and the District's social behavior program.
2. Offer early intervention with support from Tier 2 interventions like Student Support Teams, District Support Staff and Neighborhood Agencies.
3. Provide strengths-based individualized supports for students with greater levels of need with Tier 3 interventions like Student Support Teams, School based Mental Health Services (County Mental Health Board), Department of Children and Family Services, Tapestry, Mobile Crisis Team and Juvenile Court.
   Provide focused professional development on adolescent development, culturally responsive ways to interact with students in a calm and respectful manner, classroom behavior management, de-escalation techniques, and conflict resolution.

Resources

- Keep Schools Safe (www.keepschoolssafe.org)
- SaferSanerSchools (www.safersanerschools.org)
- Committee for Children (www.cfchildren.org)
- National PTA (www.pta.org)
- U.S. Department of Education parents section (www2.ed.gov/parents)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/safety))

Challenge

Moving Forward

Employ action steps to address school and classroom level practices and student characteristics.

1. Guaranteed and viable curriculum: Identify essential content for all students. Ensure that the essential content includes the following: adequate instructional time, sequence learning logistically, monitor teaching and protect the instructional time.
2. Instructional strategies: Provide teachers with a framework for using research-based strategies.
3. Classroom curriculum design: Have teachers identify types of knowledge related to content being taught in a variety of ways and emphasize the most critical aspects of the content.
4. Learned intelligence and background knowledge: Engage students in hands-on activities that increase students' life experiences, emphasize vocabulary development and provide direct instruction for the vocabulary that is essential for understanding the content.

Resources

- Intervention Central (www.interventioncentral.org)
- American Association of School Administrators (www.aasa.org)
- What Works Clearinghouse (www.whatworks.ed.gov)
- Ohio Department of Education (www.ode.state.oh.us)
- CMSD Student Support Team (SST) Manual
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/engagement))

Student Support

Moving Forward

1. Coordinate in-school support and align it with community social and health services.
2. Involve students in the interpretation of the *Conditions For Learning* survey results and in the school's development of strategies to positively impact the results.
3. Provide focused professional development to all staff in disciplines that build on existing connections between and among students, faculty, staff, administration, and families.
4. Provide professional development in ways to connect with and demonstrate care to students.
5. Use advisories effectively to connect with students individually and collectively.

Resources

- National Association of School Psychologists (www.nasponline.org)
- School Social Work Association of America (www.sswaa.org)
- National Association of School Nurses (www.nasn.org)
- New York City Department of Education (schools.nyc.gov/studentsupport)
- American Counseling Association (www.counseling.org)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/search?keywords=innovation%20spotlights))

Social and Emotional Learning

Moving Forward

Focus on the student's strengths. Follow up with consequences for misbehavior. Ask students how they feel. Find ways to stay calm when angry. Avoid humiliating or mocking the student. Give students choices and respect their wishes. Ask questions that help students solve problems on their own. Teachers and parents can use these strategies both at school and at home to encourage cooperative and service learning. Match student needs with resources in the school or community. Teach school staff to also promote the application of these skills throughout the school day.

Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning (www.casel.org)
- Edutopia (www.edutopia.org/social-emotional-learning)
- National School Climate Center (www.schoolclimate.org)
- Promoting Alternative THinking Strategies Program (www.channing-bete.com/prevention-programs/paths/paths.html)
- The National Center on Safe Supportive Learning Environments (http://safesupportivelearning.ed.gov/search?keywords=social and emotional learning))

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