This form will be posted on the Ohio Department of Education’s Web site for all proposals that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting vendors regarding potential further procurements.

<table>
<thead>
<tr>
<th>Vendor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Vendor:</td>
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<tr>
<td>Primary Location (city, state):</td>
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</tbody>
</table>
| Vendor Contact Information (must include two names, telephone numbers, and email addresses): | Graham Balch, business development, 404-514-8876, grahambalch@mystudentsurvey.com  
Ryan Balch, founder, 404-759-3085, ryanbalch@mystudentsurvey.com |
<p>| The number of years the vendor has delivered services around evaluation and/or survey use: | Four |
| Name of Product Proposed: | STep (Survey of TEacher Practices) |
| Does this product provide inferences about student perception? If so, how? | The STeP survey provides inferences about both student rating of the frequency of teacher practice as well as student perception of classroom norms. It focuses on student ratings of low-inference behaviors (easily observable behaviors for students) as these have been shown to have the highest level of reliability supporting objective student ratings. |
| What are the grade(s) and/or included stakeholder groupings the proposed product covers? | 3-5 |
| Provide evidence that standards have been established to provide strict safeguards to protect the confidentiality of personally identifiable student data per Ohio Revised Code 3301.0714. (Include how the district | Data collected during survey administration will be anonymous at the student level thereby protecting individual student identity as mandated per Ohio Revised Code 3301.0714. A list of teachers and class size information for each school site will be submitted by districts using a secure file transfer protocol. Raw data files will be provided to the district also using secure file transfer protocols. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tr>
<td>student/teacher rosters will be submitted to the vendor and how the raw data file linking student responses to teachers and/or principals will be provided to the district following each administration of the survey.)</td>
<td>Survey questions were tested using readability indices to determine the appropriate grade level for survey language. Furthermore, data analysis from pilot testing showed validity for grades 3-5.</td>
</tr>
<tr>
<td>Provide evidence documenting how the survey instrument is age-appropriate for use with the identified grade levels (PreK-12).</td>
<td>Our research shows that even if a survey consists exclusively of low-inference questions and even if conducted in individual sessions with questions read to students that the use of student surveys is not reliable in grades PK-2. This was determined from evaluating completed surveys and student responses in cognitive interviews during our survey development and testing. As a vendor providing student surveys, we would like to be able to say we can offer surveys in grades PK-2, but the research does not support this and we find that during survey implementation teachers in grades PK-2 express concern about the survey validity and districts do not have the research backing to refute these concerns making the use of student surveys in grades PK-2 a potential threat to successful implementation.</td>
</tr>
<tr>
<td>If the survey is not intended to be used with a specified student population (low incidence, preschool, etc.), please explain.</td>
<td>Our research shows that even if a survey consists exclusively of low-inference questions and even if conducted in individual sessions with questions read to students that the use of student surveys is not reliable in grades PK-2. This was determined from evaluating completed surveys and student responses in cognitive interviews during our survey development and testing. As a vendor providing student surveys, we would like to be able to say we can offer surveys in grades PK-2, but the research does not support this and we find that during survey implementation teachers in grades PK-2 express concern about the survey validity and districts do not have the research backing to refute these concerns making the use of student surveys in grades PK-2 a potential threat to successful implementation.</td>
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<tr>
<td>What is the population sampling methodology? How are students/stakeholders selected for sampling?</td>
<td>A sampling strategy is developed collaboratively with local districts and schools based on their class schedule and number of students taught by each teacher.</td>
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<tr>
<td>What are the administration protocols? (If paper and pencil, vendor will print or ship all surveys, analyze all survey data after each administration, and provide survey results in an easy-to-read format and within a timeframe agreed upon by the district no later than May 1 annually.)</td>
<td>The recommended method for administering our student survey is through a secure online portal, which requires classes to have access to a computer lab, mobile computing station, classroom computers or tablets including iPads. My Student Survey can also administer surveys using scantron forms when needed.</td>
</tr>
<tr>
<td>How does the vendor address student mobility?</td>
<td>My Student Survey asks students how long they have been in the class with that teacher and if it is less than two months than that student's responses are not included in the results. Districts may request a different length of time be used if preferred.</td>
</tr>
<tr>
<td>Include information on accommodations made for special populations if applicable.</td>
<td>My Student Survey provides guidance for schools and districts that teachers should be following the accommodations and protocols of a student's IEP. One way that we facilitate this is our support for pre-readers, English language learners, and students whose IEP calls for questions to be read orally to them. While some districts may choose to accomplish this through proctors...</td>
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reading the questions, My Student Survey offers the option of auditory readings of survey questions. Students can click on a link next to the question as well as answer choices and hear the survey responses read to them through headphones. Accommodations are addressed during our training provided to districts and reiterated in documentation on survey administration protocols.

<table>
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<tr>
<th>Detailed description of any professional development, training, and/or other related services offered by the applying vendor (or designated partner) to assist with successful implementation of the submitted survey. Responses should include the following:</th>
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<tbody>
<tr>
<td>Who will provide the related services? (the applying vendor or an identified partner?)</td>
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<tr>
<td>Who are the target participants?</td>
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<tr>
<td>How many sessions might be provided to each LEA?</td>
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<tr>
<td>What is the average length of each session?</td>
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<tr>
<td>What are the instructional content, methodology, and format of the training/professional development?</td>
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<tr>
<td>How will program participants secure answers to implementation questions or receive technical support/customer service during the survey process?</td>
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<tr>
<td>How will regular feedback on progress related to all contracted services be provided?</td>
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</table>

| My Student Survey has administered surveys in schools and districts from very small to very large and we have a framework for implementation that we share with districts and modify collaboratively with the district as part of the project management planning. My Student Survey provides all required training or can also provide a train the trainer model if the district desires. My Student Survey provides all training materials. Each school administering the survey needs to designate one survey site coordinator. My Student Survey provides training for all school site coordinators on how to administer the survey at their school and inform their school community about student surveys. Typically, we provide one two hour training to school site survey coordinators per LEA. School site survey coordinators then provide an overview to teachers at their site and My Student Survey conducts a follow-up 1-2 hour webinar for all teachers across the district who have additional questions. A specific My Student Survey representative will be assigned to manage the survey administration at each district and that person's primary role is to support districts in administering the survey. This representative will answer any technical support or customer question from any school or district personnel. During the contract, My Student Survey will seek and respond to feedback throughout the process. At the end of the year, My Student Survey will present districts with an overview of findings and provide an opportunity for districts to provide feedback for enhancing survey administration in the following school year. |

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<tr>
<th>How are the survey data and effectiveness ratings delivered? Include evidence that classroom-, grade-, and school-level summaries will be produced and describe other reports and comparisons that might be made available to the district by the vendor.</th>
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<tr>
<td>Teachers are emailed a link to their survey results. To see a sample teacher report, click on this link: <a href="http://mystudentsurvey.com/reports/sample/">http://mystudentsurvey.com/reports/sample/</a> In the report, a teacher can compare their score to the scores for teachers in their school and the district. My Student Survey also provides school and district level reports that analyze the school and district level data helping schools and districts understand their teachers’ strengths and area of focus. My Student Survey will collaboratively establish a survey administration calendar with schools and as long as the school...</td>
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</table>
Include information about meeting the required timeline of no later than May 1 annually. | completes the survey administration by the collaboratively established deadlines, My Student Survey guarantees survey results will be returned before May 1st or we will provide a 100% refund for our services.

Please provide an overview of your proposal for LEAs describing in detail the survey instrument, use of the survey instrument, and how your organization supports implementation of the survey instrument. *(2 pages maximum)*

My Student Survey offers the most reliable teacher evaluation based on surveying students that can be a trusted component of teacher evaluations by school system leaders, principals, teachers and teacher unions. Schools report that our survey is easy to implement and 79% of teachers say that the reports generated from our student surveys will influence their teaching in the next year. Schools and districts say that the customer service and support provided by My Student Survey is outstanding meaning you will get a high level of service, your questions answered quickly, and evaluation reports back quickly.

Survey Overview: My Student Survey’s STeP survey was developed at Vanderbilt’s Peabody School of Education following an established, research-based validation framework that uses multiple sources of evidence to establish construct validity (Messick, 1989). Several steps were taken, such as conducting student cognitive interviews, to develop the STeP survey that other providers of student surveys did not perform. This strong research-based foundation is why the STeP survey has the highest correlation with student achievement of any publicly reported data on student surveys with a .2964 correlation with value-added student gains in math and a .4988 correlation with value-added student gains in ELA. In other words, you will learn more about your teachers’ ability to impact student achievement by administering the STeP survey than any other student survey available.

The survey consists of 49 questions that measure the frequency of teacher actions on a scale of always to never, which is a more accurate way to ask students requiring a lower-inference threshold for students to consider and evaluate than when using a response scale of agree/disagree.

Use of the Survey Instrument: My Student Survey’s STeP survey is easy to use for several reasons. First, we designed the process of using student surveys while working in the administration of school districts. We experienced first-hand all the logistics required for using student surveys and the challenges that could arise if the right steps are not taken. Based on our experience, we designed the process of administering student surveys so that it is easy for districts/schools. Consequently, we offer a streamlined process, but just as critically, a process that includes key steps that avoids implementation headaches.

Second, My Student Survey offers a turn-key process for administering student surveys including guidebooks, webinars, and templates for each part of the survey administration process.
Third, we avoid one of the most common concerns we hear from districts who use other vendors, which is student survey fatigue. We do this by using a sampling methodology that minimizes the number of surveys a student takes while still ensuring an adequate sample size for valid results. Also, the survey takes students 16 minutes on average to complete making it quick and easy for students.

Besides helping districts follow an efficient and effective process for administering the survey, one of the greatest advantages of using My Student Survey is the school and teacher reports that we create and deliver after analyzing the student data. Teachers often tell us “These reports are VERY user friendly! I like how it tells you the questions and the percentages, comparisons, and areas of strength/focus. I will be using this information for my planning and practices next year.” Linda Darling-Hammond writes that “evaluations should be accompanied by useful feedback, and connected to professional development opportunities that are relevant to teachers’ goals and needs.” By identifying a teacher’s strengths and areas of focus, we provide this useful and actionable feedback. It also facilitates collaborative professional learning communities at schools because all teachers, whether they are accomplished, skilled, developing or ineffective, have an area of strength and focus in each category of teacher effectiveness meaning that all teachers can talk about their strengths and areas of focus together and when they do peer observations can look for specific areas of strength in the teacher’s pedagogy they are observing making peer observations more effective and focused.

Overall, school districts report “preparing for administration of the survey was very easy and scheduling and proctoring of the survey went very smoothly.” Using our process and survey, your LEA can expect the same results.

Support from My Student Survey: Our job is to make yours as easy as possible. To achieve this goal, we do five things to support districts/schools while administering student surveys:

1. At the onset of our working relationship, we co-create a project plan for administering student surveys with clear to-dos and timelines for My Student Survey and the district/school.
2. We provide all training necessary for district office staff and school survey coordinators, the person in each school designated to facilitate the student survey administration and keep the school community informed.
3. We assign one of our client service managers so that you have a real person with phone/email contact information that you can reach out to and get a quick response from on any question that comes up.
4. Once the students complete surveys, there is a critical step in data analysis that we perform. One of the biggest concerns teachers have about student surveys is if responses from students who do not take the survey seriously or intentionally answer questions in a way to negatively affect a teacher’s overall score are included in the results. This concern can derail a successful implementation and support from teachers’ unions. To allay these fears, we analyze student response data to identify and remove invalid student survey results. When teachers learn about how we do this, they feel reassured that student surveys can be effective and reliable.
5. My Student Survey provides student survey results and reports quickly. We guarantee results and reports are distributed to schools and teachers within one week of all students completing the student surveys electronically. Processing results done by paper and pen take longer due to the time it takes to mail and score. Paper administered survey results are guaranteed within four weeks.
<table>
<thead>
<tr>
<th>Estimated Service Provider Costs (non-binding)</th>
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<tbody>
<tr>
<td>Fixed costs over a given academic year.</td>
</tr>
<tr>
<td>Per-student/stakeholder costs, over a given academic year, that is above the estimated fixed costs.</td>
</tr>
<tr>
<td>Time-and-materials costs that are limited to special services that are <strong>NOT</strong> required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, survey instrument augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.</td>
</tr>
<tr>
<td>Provide a link to a web based cost sheet/PDF for the surveys noted on Form C.</td>
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</table>