

TECHNICAL ASSISTANCE
FOR THE
SRAS PERFORMANCE MANAGEMENT RUBRIC:
A GUIDE FOR REGIONAL COMPREHENSIVE
CENTERS AND STATES

Building State Capacity and Productivity Center at Edvance Research

November 2013

Level 3 Technical Assistance:

Intensive technical assistance for SEAs that are adopting complex technical tools and engaging in intensive organizational change.



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Purpose of the Guide

This guide is a companion to the document, *Managing Performance in the System of Support* (2013), which provides a rubric-based process for assessing and improving the SEA's Differentiated System of Recognition, Accountability, and Support (SRAS). This document along with technical assistance from the Building State Capacity and Productivity Center (BSCP Center) and the state's Regional Comprehensive Center and additional resources at www.BSCPcenter.org enable a state education agency (SEA) to self-assess its system of support and to develop, implement, and monitor plans for improvement.

This guide provides the details necessary for the BSCP Center to work with Regional Comprehensive Centers (RCCs) as partners to provide a technical assistance process for an SEA as it introduces a performance management mindset and methods to its SRAS. The challenge for SEAs has been to achieve a high level of sustainable implementation often in a climate of declining state resources and political change. The challenge for the BSCP Center and the RCCs is to help SEAs gain traction and achieve sustainable implementation that produces results.

The SRAS Performance Management Rubric is included in the BSCP publication *Managing Performance in the System of Support*. The rubric includes 52 essential indicators for the SRAS. The rubric is not a compliance monitoring process, a rating system, or a means of comparing one state's system with another. Rather, the state's profile that is produced from using the performance management rubric informs an SEA's immediate planning process by determining which indicators have priority status and are manageable. The SEA's profile also provides focus for questioning how the variety of national Content Centers and the state's own RCC can provide technical assistance. (A list of all these centers is in the Appendix.)

Background

The authors of *Managing Performance in the System of Support* based this document on their previous work with statewide systems of support, including the *Handbook on Statewide Systems of Support* (Redding & Walberg, 2008), *Coherence in the Statewide System of Support* (Kerins, Perlman, & Redding, 2009), and other publications. The authors provided technical assistance to many states on their systems and piloted the rubric-based approach in nine states in the Academy of Pacesetter States (2009–11). Two of the authors served as reviewers for state applications for ESEA flexibility, and another two assisted multiple states with their applications. The revised rubric-based document, published in 2013 by the BSCP Center, reflects lessons learned in this work, as well as changes in federal guidance and state programs.

Each SEA brings its own structure, tradition, and history to the task of improving education. The SRAS Performance Management Rubric provides a framework within which many different strategies may fulfill the same purpose rather than a model for a system to support local education agencies (LEAs) and schools.



Edvance Research, Inc. (Edvance) and the Academic Development Institute (ADI) have adapted ADI's Indistar[®] web-based planning and implementation tool for use by SEA teams with the SRAS Performance Management Rubric. This new system improvement tool, IndiSEA[™], facilitates the important movement beyond initial assessment toward construction of a more effective SRAS. It is a project management system that enables the SEA to make the changes it desires in an efficient manner.

Structure and Content of the Guide

This guide contains the 7-step process necessary to successfully use the SRAS Performance Management Rubric, training protocols, and sample agendas. It also includes templates of a letter to the SEA informing the Chief about the technical assistance process, as well as a letter of agreement which describes the responsibilities of the BSCP Center, the appropriate RCC, and the state itself. Other resource documents are included to assist SEA staff to understand what may be a change in current operating procedures. For example, one SRAS rubric indicator questions how well the SEA has developed an "...ongoing process for assessing and improving the efficiency and effectiveness of its integration of functions of its System of Recognition, Accountability, and Support (SRAS) into and with other offices and functions of the SEA."

This SRAS Performance Management Rubric is somewhat different from most rubrics for two reasons. First, each of the 52 indicators in this rubric is explained more fully in examples from SEAs across the country. Eight in-depth case studies, surveys from all 50 states, and analysis of state flexibility plans provided the necessary information for its construction. Second, there is a great emphasis on participants bringing evidence to the discussion. In fact, a whole chapter in *Managing Performance* is devoted to providing examples of different types of evidence that will affect the scoring of each indicator.

The language in each of the 52 indicators is consistent with the language contained in the ESEA flexibility program. Those SEAs that have chosen to participate in that program will find that the SRAS rubric is compatible with their flexibility plans. In fact, some SEAs have suggested that this rubric is a valuable tool to use to assess their progress in meeting the requirements of their flexibility application. The process, however, is not limited to states with ESEA flexibility plans, but is based on state-of-the-art best practice for the SEA's support for LEA and school improvement.



The 7-Step Process

There are seven key steps that need to be followed in the development of a system of assistance for the SEAs for developing a *System of Recognition, Accountability, and Support*. Those steps are as follows:

1. SRAS Rubric Training for RCC staff
2. Enlisting the SEA
3. Formation of the SEA Team
4. Assessing the Current System
5. Planning for Improvement
6. Ongoing Support from the BSCP Center
7. Milestones and Deliverables

Step 1: SRAS Rubric Training for RCC Staff

RCC personnel play a key role in helping to make the SRAS Performance Management Rubric function as a self-assessment, planning, and implementation tool for the SEAs with whom they work. In order to be effective partners in this process, it is important that they receive specific training in the SRAS Performance Management Rubric itself, as well as expected practices after the initial training.

In order to do this, each RCC was asked to send staff members who will work with SEAs to a one-day training session to learn the SRAS Performance Management Rubric. The BSCP Center's experience suggests it would impede state progress for RCC staff to begin working with an SEA and this tool unless they have gone through the training. RCC staff who complete the training become leaders in the self-assessment process and helpful to the SEA staff during the subsequent planning and implementation.

RCC staff who plan to work with the BSCP Center staff in helping states progress through the rubric and subsequent planning and implementation attended a 1-day training program so they could understand the SRAS Performance Management Rubric, the technical assistance process, and the IndiSEA™ system improvement tool.

Prior to the RCC staff training, the SRAS Performance Management Rubric document and the guide were sent to participants. During this one-day training process, the following agenda was used. RCC staff who missed the 2013 training may request it from the BSCP Center.



Agenda for RCC Staff Training

1. Introductions, including a description by each participant of their expectations for the training.
2. Overview of the SRAS Performance Management Rubric using the Microsoft™ PowerPoint available on the BSCP Center website.
 - a. *Part A: Design and Evaluation of the SRAS*—discussion, including the priority and opportunity index explanation.
 - b. *Part A*—role playing in which RCC staff assume the roles of SEA teams and learn about using evidence.
 - c. *Part B: Resources and Services Provided to LEAs and Schools*—discussion and role playing.
 - d. *Part C: Implementation*—discussion and role playing.
 - e. *Part D: Outcomes for LEAs and Schools Served by the SRAS*—discussion and role playing.
3. Break for Lunch
4. Working with the SEA team as it goes from self-assessment to decisions about planning.
5. Discussion of the process from the perspective of an RCC liaison to the SEA.
6. General discussion of Evaluation as contained in the SRAS Performance Management Rubric document.
7. How to use IndiSEA™ system improvement tool within the SEA SRAS Performance Management Rubric process.
8. How to participate in the agreement process among the SEA, RCC, and the BSCP Center at the beginning of the process and how to conduct on-going support work with the SEA team throughout the year.

Step 2: Enlisting the SEA

The RCC may inform the Chief State School Officers (CSSO) in their states of the available TA service, and the Chief may request the service through the RCC or the BSCP Center. The BSCP staff will then meet with the CSSO and RCC representative to gain the CSSO's direction, outline the TA process, and secure an agreement for services. Below is a template of a letter to assist the RCC in introducing the process and soliciting a meeting. If the SEA is interested in the assistance, the RCC will execute a Technical Assistance Agreement (see template below).

Templates

Template of Letter to the SEA Chief

This letter and enclosures from the RCC Director introduces the process to a chief state school officer.



Template: SEA Chief Letter

Address Block for State Chief

Dear XXXXX:

Federal policy and legislation places additional responsibilities on state education agencies (SEAs) to offer assistance to schools and local education agencies (LEAs) that have been identified via state testing and other measures as needing improvement. SEAs are called upon now to design and use a *System of Recognition, Accountability, and Support (SRAS)*.

The Building State Capacity and Productivity Center (BSCP Center) is one of the seven national content centers supported under the U.S. Department of Education's Comprehensive Centers program. One of the BSCP Center's main goals is to provide free assistance to SEAs as they develop and improve their systems of recognition, accountability, and support.

The BSCP Center has developed the SRAS Performance Management Rubric supported with examples from SEAs that can be used by your staff as a framework to document your progress on the 52 research-based indicators of best practice.

The purpose of this letter is to offer your state the opportunity to engage in the self-assessment, planning, and implementation process described in the enclosed documents, at no cost to your state. Along with a representative from [name of Regional Comprehensive Center], personnel from the BSCP Center will work with your staff to complete this work. The process includes providing assistance in the form of:

- Two-Day Meeting with SEA Leadership Team: Helping your staff complete a state profile using the SRAS Performance Management Rubric included in *Managing Performance in the System of Support*.
- Working with your staff to identify priorities based on the above work and implementing planning to improve your SRAS.
- Working with your staff throughout the year to implement action plans to their conclusion using IndiSEA™ as an online system improvement tool.

This technical assistance project is designed extends for one year, during which the SEA Leadership Team meets twice monthly, facilitated by the Regional Comprehensive Center. BSCP Center staff meet via conference call monthly with the SEA team leader and RCC representative. The BSCP staff provide periodic progress reports to the CSSO.

At the conclusion of the year of work, the BSCP staff and RCC representative meet with the SEA Leadership Team to prepare a progress report for the CSSO.

We would be delighted to share additional details about this self-assessment, planning, and implementation process with you and look forward to working with you in this regard. We would be happy to provide you with a more extensive briefing or respond to any questions or concerns you may have. Finally, we have a brief agreement document for your review so you can see exactly the resources we will commit to your state.

Sincerely,

Name of RCC Director
Phone number of RCC Director
Email of RCC Director



Template for Agreement with the BSCP Center, Regional Comprehensive Center, and the SEA

**Agreement Between the Building State Capacity and Productivity Center
and [insert name of Regional Comprehensive Center]**

The Building State Capacity and Productivity Center (BSCP Center) is one of seven national content centers supported under the U.S. Department of Education's Comprehensive Centers program. One of our main goals is to provide free assistance to SEAs as they attempt to develop their systems of recognition, accountability, and support. The Regional Comprehensive Center, as our partners in this process, will also be working to assist your state as you develop more fully your system of recognition, accountability, and support. To that end, this document outlines the commitments for the next 12 months of the BSCP Center, the Regional Comprehensive Center, and your SEA as we work together to assist [name of the SEA].

The BSCP Center and [Name of Regional Comprehensive Center] will work with the state education agency's chosen leadership team to:

- Conduct a two-day training for [name of SEA] team and other SEA personnel designated by you to learn how to use the SRAS Performance Management Rubric to document and improve the [name of SEA] *System of Recognition, Accountability, and Support*.
- Work with your SEA team to install the IndiSEA™ system improvement tool component of the Rubric as your state begins its planning efforts.
- Provide assistance throughout the next 12 months in implementing [name of SEA]'s improvement plans, including monthly phone calls.
- Provide brief periodic reports throughout the year to the CSSO to keep the CSSO informed of the SEA Team's progress in meeting their objectives.
- Meet with your Leadership Team at the end of the year to develop a progress report for the CSSO.

The Regional Comprehensive Center will work with the BSCP Center, as well as [name of SEA] during the training, and especially after the training, to assist your Leadership Team in its planning and implementation throughout the year. The RCC will organize monthly technical assistance phone calls and will facilitate twice-monthly meetings of your SEA Leadership Team (about one hour each meeting).

The [name of SEA] will select a team to attend the initial two-day training and meet twice each month to monitor implementation of the plan. It will be clear that for the next year they will have the responsibility to more fully develop your state's system of recognition, accountability, and support. The BSCP Center recommends that state personnel who have school improvement leadership responsibilities across state and federal programs, including programs for special student populations, be included as team members. In approximately one year, BSCP Center and RCC staff will meet with you to ascertain if we have met your expectations and determine how we can continue assistance. The RCC and BSCP will work with your team to prepare a comprehensive progress report at that time.

Project Deliverables

- SRAS Profile for your state from 52 rubric-based indicators for an effective system of support
- State plan and implementation documented in IndiSEA™, with downloadable reports
- Operations Manual for the SRAS
- One-Year Progress Report and Next Steps

All the services described above will be provided to [name of SEA] at no cost.

BSCP Center Director and Date _____

RCC Director and Date _____

Chief State School Officer and Date _____



Step 3: Formation of the SEA Team

A key step in using the SRAS Performance Management Rubric as the organizing framework for a state's *System of Recognition, Accountability, and Support* is to select the right leader and the best team members. The RCC will be available to assist the CSSO in appointing a core SEA Team, including a deputy-level leader and representatives of key departments responsible for the SRAS. BSCP Center staff will talk with the SEA Team leadership to explain the process and develop a schedule and timeline.

The members of the SEA Team should be open to the possibility of serious change, viewed as leaders by other SEA personnel, and be knowledgeable about state and federal programs and their potential inter-connections. The team members commit to participation in a two-day training, twice-monthly meetings to plan, implement, and monitor improvements to the SRAS, and participation in a year-end status meeting and planning of next steps. One or more team members will also participate in a monthly conference call with the Regional Comprehensive Center and the Building State Capacity and Productivity Center.

Often states begin with an SEA Team of about eight staff, but larger states have had a team as large as sixteen. As the team members begin to plan their work on their identified indicators, they find that other SEA staff should be included. In some states, it has been the leaders in Special or Bilingual Education; in others it has been the SEA test director. Regardless of specific responsibilities, the core team members should be willing to spend extra time working with each other on a continuing basis throughout the year as they attempt to improve schools.

Members of this SEA Team will likely be viewed as change agents since they will be crossing boundaries that SEA staff typically establish around their programs. As Redding (*Change Leadership*, 2012) notes, "Effective change leaders apply scientific methods that account for human motivation, ingenuity, and capacity to intentionally implement innovations that enhance the organization's effectiveness and productivity. That is how an organization, including an SEA, distinguishes itself for quality service in an environment filled with uncertainty, competing interests, and substantial stresses" (p. 9).

After the Chief selects the team members and the team leader, contact is made with the BSCP Center and the RCC to begin the initial planning including the initial training schedule. After the initial training is completed and the SEA team has selected the initial indicators, individuals will be assigned leadership roles in planning to improve the state's status on these indicators. Often that activity will include some SEA staff new to the process.

Each SEA that participates in this process uses the IndiSEA™ system improvement tool to document progress on improving its indicator status. One goal of this action is to make the progress and continuing challenges transparent to all the team members, the CSSO, and anyone else the team chooses to have access. The BSCP Center contact person provides the appropriate password information for the SEA Team to enter and check on progress continually.



Step 4: Assessment of the Current System

BSCP Center staff members and a representative from the Regional Center will meet with the SEA Team and other SEA personnel, as determined by the CSSO, for two days to conduct an initial assessment of the current SRAS using the 52 rubric-based essential indicators (see the 2-day agenda below). The SEA Team will record the results of this assessment in the IndiSEA™ system improvement tool.

Using the IndiSEA™ system improvement tool with the SRAS

Indistar® is a web-based tool that guides a LEA or school team in charting its improvement process along a series of indicators based on effective practice. These indicators are specific guideposts that can be easily assessed, clearly aligned with people responsible for implementation, set to timelines, coached, and tracked for high-quality implementation. Indistar® includes Wise Ways® research briefs to support the indicators of effective practice. The system also includes a state administrative page that allows for convenient monitoring of each LEA's and school's progress and access to electronically submitted reports. Finally, Indistar® includes a coaching feature that allows an external coach to offer feedback to the team's work and video demonstrations of 144 school indicators.

Although it was originally designed to guide school and LEA improvement, Indistar® has been customized for use by an SEA Team in assessing, planning, and implementing improvements to the SRAS, which resulted in the creation of the IndiSEA™ system improvement tool.

The IndiSEA™ system improvement tool, (the Indistar® version for the SRAS), includes 52 rubric-based indicators of best practice from *Managing Performance in the System of Support*.

Each SEA team will assess its current implementation of each indicator and assign it a score from 1 to 4, where a “1” indicates little or no implementation of the indicator and a “4” indicates a full level of implementation and evidence of impact. The IndiSEA™ system improvement tool will ask the SEA Team to provide evidence if they assign a “4.” If the team assigns a score less than “4,” they will be asked to describe the current status of implementation of the indicator and then give it priority and opportunity ratings that indicate how important it is to work on that indicator immediately and how easy the indicator will be to address. If the team assigns a score of “1” to an indicator, they have the option to temporarily exclude that indicator from consideration, but they must provide a rationale. All of the ratings and other information are entered into the IndiSEA™ system improvement tool.

Indicators that are selected by the SEA Team after the training will appear in the planning phase as objectives to be addressed, and the team creates a plan to bring the each objective to full implementation, including tasks, target dates, and persons responsible. The plan is then monitored by recording the completion of tasks until the objective can be shown as fully implemented with evidence provided and a statement made as to how implementation will be



sustained. The key point here is that there is no time limit. In other words, this is not an annual plan, but rather one that stays in motion in a cycle of continuous improvement.

Agenda for 2-Day Meeting with the SEA Team and Other SEA Personnel

An agenda for the two-day assessment of the current system by the SEA Team and other SEA personnel, as determined by the CSSO, is provided below. Both the timing and the actual wording of the agenda will be negotiated with each SEA’s leadership. Participants will engage in the following activities during the 2-day meeting:

Goals of the SEA Team Meeting

Goal 1—Document the SEA’s capacity to assist LEAs and schools to increase student achievement.

Goal 2—Develop expertise in using the SRAS Performance Management Rubric in order to provide an accurate description and evidence of what the SEA currently does and to identify areas where it can improve.

- **Activity 1**—The SEA Leadership Team reviews and, using the four-point rubric, conducts a self-assessment of the status of their state in meeting the 52 Indicators in the BSCP Center document, *Managing Performance in the System of Support*.
- **Activity 2**—The SEA Leadership Team determines the priority for each indicator by using “3” as the highest priority, “2” as medium priority, and “1” as lowest priority.
- **Activity 3**—The SEA Leadership Team determines an opportunity score for each indicator by using “3” as relatively easy to address, “2” as something that can be accomplished within current policy and budget conditions, and “1” for something that requires changes in current policy and budget conditions. The product of the priority and opportunity scores are a guide for the SEA team to use as it selects a subset of indicators to initially address.

Agenda for Assessment of the Current System

Time	Agenda Item
Day 1: Initial Assessment of Indicators	
9:00	Overview—State Team Leader
9:10	Introductions
9:15	Microsoft™ PowerPoint presentation to provide an overall picture of the SRAS Performance Management Rubric Framework
9:40	SEA teams (as two small groups) begin the rating process of <i>Part A: Design and Evaluation of the SRAS</i>
10:50	Break
11:00	Each SEA team displays its ratings and begins the process of merging the judgments of the two teams
12:00	Lunch
12:30	The complete SEA Team begins the rating process of <i>Part B: Resources and Services Provided to LEAs and Schools</i>
2:00	SEA Team begins its self-assessment of indicators in <i>Part C: Implementation</i>
3:00	Break



Time	Agenda Item
3:10	SEA Team begins its self-assessment of indicators in Part D: <i>Outcomes for LEAs and Schools Served by the SRAS</i>
4:10	Preliminary Review of Ratings using the EXCEL file completed by SEA staff during the day's deliberations
4:30	Review of Day 1
4:45	Questions and answers
5:00	Adjourn
Day 2: Establishing One Year Priorities	
9:00	Review of Day 1 and Tasks for Day 2
9:15	The SEA team decides its top indicators to work on initially (other indicators are added later as some are brought to full implementation)
10:00	Team selects its top indicator and begins to discuss how they would improve it
10:30	Break
10:45	Introduction of IndiSEA™ system improvement tool to plan, implement, and monitor improvements. SEA Team uses the selected indicator to place into the IndiSEA™ system and practices how to thoroughly complete it
12:00	Lunch
12:30	Other of the Team's high-priority indicators are entered into IndiSEA™, with initial planning tasks determined
3:00	Schedule the twice-monthly SEA team meetings and monthly conference calls
3:15	Review of both days; questions and answers
3:30	Adjourn

Step 5: Planning and Implementing Improvement to the SRAS

The SEA Team meets twice each month, for about an hour, with facilitation by the Regional Center representative, to develop and implement its plan for improving the SRAS in accordance with the initial rubric assessment. The plan, including tasks, timelines, and names of staff responsible for completing the tasks, is documented in the IndiSEA™ system improvement tool.

Step 6: Ongoing Support from the BSCP

The BSCP Center holds a monthly call with the SEA Team and RCC representative to offer supportive consultation and to ensure that the SEA Team maintains its momentum.

Step 7: Milestones and Deliverables

The SRAS Performance Management Rubric process is designed for continuous assessment and improvement of the SRAS. Therefore, it is not a process that ends at a particular point in time. However, the one-year mark is a time to review the process itself and determine alterations to be made in moving forward with the process. The BSCP Center staff and a Regional Center representative meet with the SEA Team for a day, approximately one year from the beginning of the process. During this meeting, using documentation from the IndiSEA™ system improvement tool, SEA staff presents a status report to their Chief State School Officer.



Prior to this year-end meeting, BSCP staff arrange for periodic conference calls with the Chief and the leader of the SEA Team to provide a status report on progress of the Team.

References

Hanes, S., Perlman, C., Kerins, T., Redding, S., & Ross, S. (2013). *Managing performance in the system of support*. San Antonio, TX: Edvance Research

Redding, S. (2012). *Change leadership: Innovation in state education agencies*. Oakland, CA: Wing Institute.

Redding, S. & Walberg, H. (2008). *Handbook on statewide systems of support*. Charlotte, NC: Information Age Publishing.

Kerins, T., Perlman, C., & Redding, S. (2009). *Coherence in the statewide system of support*. Lincoln, IL: Academic Development Institute.

These publications are available at: www.adi.org See Download ADI publications.

Other resources are available at: www.bscpcenter.org



Appendix: Regional and Content Comprehensive Centers

Content Centers

Building State Capacity and Productivity Center
Edvance Research, Inc.
Dean Nafziger, Director
210-558-4101
dnafziger@edvanceresearch.com

Center on College & Career Readiness
American Institutes for Research
Joseph Harris, Director
Phone: 202-403-5901
jharris@air.org

Center on Enhancing Early Learning Outcomes
Rutgers University (National Institute for Early Education Research)
Lori Connors Tadros, Director
Phone: 703-624-1127
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Center on Great Teachers and Leaders
American Institutes for Research
Angela Minnici, Director
Phone: 202-403-6321
aminnici@air.org

Center on Innovations in Learning
Temple University
Marilyn Murphy, Director
Phone: 215-204-3372
murphyma@temple.edu

Center on School Turnaround
WestEd
Fred Tempes, Director
Phone: 916-492-4039
ftempes@wested.org

Center on Standards & Assessments Implementation
WestEd
Stanley Rabinowitz, Director
Phone: 415-615-3154
srabino@wested.org



Regional Comprehensive Centers

Appalachia: Kentucky, Tennessee, Virginia, West Virginia
ICF International
Sharon Harsh, Director
Phone: 304-347-0407
sharsh@icfi.com

California: California
WestEd
Janelle Kubinec, Director
Phone: 916-492-4069
jkubine@wested.org

Central: Colorado, Kansas, Missouri
University of Oklahoma
Donna Richardson, Director
Phone: 405-325-5485
drichardson@ou.edu

Florida and Islands: Florida, Puerto Rico, Virgin Islands
Education Testing Service (ETS)
Alice Lindsay, Director
Phone: 813-307-6103
alindsay@ets.org

Great Lakes: Indiana, Michigan, Ohio
American Institutes for Research
Lisa Palacios, Director
Phone: 630-649-6601
lpalacios@air.org

Mid-Atlantic: Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania
WestEd
Martin Orland, Director
Phone: 202-429-9730
morland@wested.org

Midwest: Illinois, Iowa, Minnesota, Wisconsin
American Institutes for Research
Sara Wraight, Director
Phone: 312-283-2311
swraight@air.org

North Central: Nebraska, North Dakota, South Dakota, Wyoming
Mid-Continent Research for Education and Learning (McREL)
Kathleen Dempsey, Director
Phone: 303-632-5634
kdempsey@mcrel.org



Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont
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Everett Barnes, Director
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Northwest: Alaska, Idaho, Montana, Oregon, Washington
Education Northwest
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Pacific: American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Republic of Palau
Pacific Resources for Education in Learning (PREL)
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The Building State Capacity and Productivity Center (BSCP Center) focuses on helping state education agencies (SEAs) throughout the country, as they adapt to reduced fiscal resources and increased demands for greater productivity. As State Departments of Education are facing a daunting challenge of improving student performance with diminishing financial resources, the BSCP Center provides technical assistance to SEAs that builds their capacity to support local educational agencies (LEAs or districts) and schools, and to the other 21 regional and content comprehensive centers that serve them, by providing high quality information, tools, and implementation support. The partners in the BSCP Center are Edvance Research, Inc., the Academic Development Institute, the Center on Reinventing Public Education (University of Washington), and the Edunomics Lab (Georgetown University).

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