



**Ryle High School**  
**Tier 2 Contract: Virtual Consultation**

---

**Why GradingRx?**

School leaders recognize the need to upgrade and revise grading policies and practices. But most go about the process blindly, not knowing the perceptions of their major stakeholders: principals, teachers, students, and especially parents. That's where GradingRx™ can help.

**Our Survey & Services**

GradingRx custom designs, administers, and analyzes surveys for districts and schools involved in grading reform. We help education leaders gain vital information about the perspectives of key stakeholders so reform efforts can address their fundamental concerns.

Unlike simple tally surveys, ours provide comparisons of stakeholders' responses with confidence intervals to determine meaningful differences. We offer disaggregation by group, school, and grade level, providing clients with accurate and meaningful information to guide their implementation efforts.

With these essential data, education leaders will be prepared to identify initial concerns, anticipate difficulties, directly address troubling issues, and guarantee greater success in reforming grading and reporting policies and practices.

**GradingRx will...**

- Provide a one-hour virtual consultation on survey results

## Expectations

GradingRx will:

- Provide a one-hour virtual consultation on survey results at a date/time that is mutually agreeable to GradingRx and the Client
- Be timely, well prepared, and work with integrity and fairness
- Allow for interactive participation for all educators involved
- Ensure ongoing and proactive collaboration with the designated Administrator throughout

Ryle High School will:

- Organize a one-hour virtual consultation on survey results at a date/time that is mutually agreeable to GradingRx and the Client
- Provide the technology necessary to facilitate the one-hour virtual consultation
- Ensure ongoing, proactive, and timely collaboration with GradingRx team members

## GradingRx Team Member Biographies

**Thomas R. Guskey, PhD**, is Professor Emeritus in the College of Education at the University of Kentucky where he served as Department Chair, Head of the Educational Psychology Area Committee, and President of the Faculty Council. He has been a Visiting Professor at ten universities in the U.S. and a Visiting Scholar at universities in Australia, Canada, and New Zealand. A graduate of the University of Chicago, he began his career in education as a middle school teacher, served as an administrator in the Chicago Public Schools, and was the first director of the *Center for the Improvement of Teaching and Learning*, a national research center.

Dr. Guskey is the author/editor of 25 award-winning books and more than 250 book chapters, articles, and professional papers on educational measurement, evaluation, assessment, grading, and professional learning. His articles have appeared in prominent research journals including the *American Educational Research Journal*, *Educational Researcher*, and *Review of Educational Research*, as well as practitioner publications such as *Education Week*, *Educational Leadership*, *Phi Delta Kappan*, and *The Learning Professional*, and *School Administrator*. He served on the Policy Research Team of the *National Commission on Teaching & America's Future*, on the task force to develop the *National Standards for Professional Development*, and was featured on the National Public Radio programs *Talk of the Nation* and *Morning Edition*.

In recognition of his contributions, Dr. Guskey was named a Fellow in the American Educational Research Association, the Association's highest honor, and also received the Association's prestigious *Relating Research to Practice Award*. He was awarded the *Distinguished Contributions to the Field Award* by Learning Forward, *The Millman Award* by the Consortium for Research on Educational Assessment and Teaching Effectiveness, the *Distinguished Achievement Award* by the Association of Educational Publishers, and the *Albert Nelson Marquis Lifetime Achievement Award*.

**Laura J. Link, Ed.D.**, is Associate Dean of the College of Public Service at the University of Houston Downtown. She holds a doctorate in Leadership & Policy Studies from the University of Memphis, and her research focuses on developing and supporting highly effective leaders and organizational cultures that prioritize effective grading practices, collaboration, and meaningful assessment. She is the co-author of *Cornerstones of Strong Schools: Practices for Purposeful Leadership* (with J. Zoul, 2007), and author of *Leadership in Grading Reform in What We Know About Grading* (Guskey, T. R., & Brookhart, S. M., Eds., 2019) as well as multiple book chapters and articles such as *Teachers' Perceptions of Grading Practices: How Pre-service Training Makes a Difference* (2018). Dr. Link also leads K-12 assessment and grading academies and has led an array of other professional development efforts, classes, and initiatives over her career. Since 2002, Dr. Link has presented locally and nationally on the topics of high-impact leadership, K-12 grading, mastery learning, research-practice partnerships, teacher support, and more.

Before joining UHD, Dr. Link served as an Assistant Professor of Educational Leadership at Purdue University Fort Wayne in Indiana. At PFW, she was an active member of the CAEP Assessment Steering Committee, led various local K-12 assessment and grading academies, co-facilitated PFW's Leadership Academy, and directed the *Professors in Partnership* K-16 collaborative. Before joining PFW, Dr. Link served as Chief Academic Officer at Jackson-Madison County Schools in Jackson, TN, and was Assistant Superintendent of Teaching & Learning as well as Chief of Talent Management in Shelby County Schools in Memphis, TN. She was 1 of 7 Transition Steering Committee members charged with leading the largest school district merger in United States' history. Additionally, Dr. Link has served in an array of central office and school-based administrative roles (in both urban and suburban settings) and has taught elementary, middle, high school and college students over her 31 years in public and private education. Dr. Link also served as a long-standing state Board Member of Learning Forward Tennessee and President of Learning Forward Indiana, a professional association devoted exclusively to those who work in K-16 professional development.



**Cost Outline**

Tier 2: Virtual Consultation.....\$2,000 (total)

**Fee Payment**

Payment in the amount of \$2,000 is due upon the completion of the one-hour virtual consultation. Payment should be made via check payable to GradingRx.

GradingRx will send invoices beyond this contract, if needed. Client should mail fee payment to the address below:

GradingRx  
3978 Rolling Thicket Drive  
Spring, TX 77386

**CONTRACT: Virtual Consultation**

On this 16<sup>th</sup> day of December, 2020, GradingRx and Larry A. Ryle High School (“Client”) do hereby mutually agree to all the above terms, conditions, expectations, and fees as outlined in attached pages 1-4 of this contract, as well as the following:

Rights: GradingRx retains all intellectual property rights and copyrights of surveys.

Hold Harmless: Client agrees to hold GradingRx harmless from and against any and all liability, claims, suits, losses, damages, fines or judgments including costs, attorneys and witness fees, investigation and all other expenses incidental thereto, sustained by either party as a result of these agreed-upon terms.

Excuse of Obligations: GradingRx and Client shall be excused from their obligations hereunder in the event of proven, medically-documented sickness, accident, riot, strike, epidemic, act of God or any other legitimate condition or occurrence beyond their respective control.

GradingRx and Client certify that in signing this instrument, they are serving as their sole representative, and are not represented by a management company or any other third party, and have no contractual obligation to another management company or any other third party.

Signature by each party witnesses that the terms and conditions as stated above are agreed to and accepted by:

GradingRx Manager, Laura J. Link

By: 

Date: 12/16/2020

Client, Larry A. Ryle High School

By: \_\_\_\_\_ Printed Name \_\_\_\_\_

Date: \_\_\_\_\_ Title \_\_\_\_\_