July 10, 2015

James Barber, Executive Director  
Joint Legislative PEER Committee  
Woolfolk Building  
501 North West Street, Suite 301A  
Jackson, Mississippi 39201

Dear Mr. Barber,

The Mississippi Department of Education (MDE) has reviewed the PEER Committee report “A Review of Accountability Standards of the Mississippi Department of Education.” While the evaluation is well-written and organized, the evaluators’ chain-of-logic and evidence does not support many of the conclusions. The report does not provide either empirical or research-based evidence to support many conclusions. Further, technical misinterpretations suggest subject-matter experts in the fields of psychometrics, accountability systems, and statistics may not have fully reviewed the findings or recommendations.

Specifically, the report outlined the following concerns and public perceptions related to the performance standards, which are part of the Mississippi Statewide Accountability System. MDE’s rationale regarding the conclusions follows each of these concerns.

**PEER Concern:** MDE’s calculation of students’ scores on assessments, upon which the accountability standards are based, does not offer a clear picture of how schools and districts are actually performing, nor does it show whether schools and districts have achieved what they are supposed to have achieved.

**MDE Response:** Many state education accountability systems use performance categories precisely because it clearly incorporates the assessment standard into the system. Indeed, Mississippi’s criterion referenced tests are designed for the explicit purpose of classifying with the highest degree of precision student performance with respect to these standards. Any assertion that scale scores should be the primary driver of accountability determinations is incomplete without consideration of the error associated with interpreting unit level changes in scores which may be within the standard error of measurement. In other words, scale score based indicators are prone to false-precision that is not recognized in the recommendations.
**PEER Concern:** The U. S. Department of Education’s voluntary waiver that allows schools to choose the higher of two years’ grades (for the 2012-2013 and 2013-2014 school years) does not make it possible to compare a school’s accountability grade from one year to another or to compare the grades of several schools or districts over time.

**MDE Response:** MDE has provided data on its public reporting website with all the resulting calculations, with and without the “waived” result, since the State Board of Education (SBE) approved the results on October 17, 2014. The file is available on MDE’s public reporting webpage, as well as through MDE’s official news release regarding 2014 Accountability Results.

**PEER Concern:** Certain multipliers included in a school’s or district’s accountability grade calculation result in inflation of schools’ and districts’ grades.

**MDE Response:** The growth metric includes weighting achievement levels in order to incentivize improvement in student performance from one year to the next. The growth indicators are combined with status indicators to create an overall score. This compensatory design reduces the misclassification of schools and districts. The evaluators’ recommendation would increase the misclassification of the accountability determinations, thus resulting in spurious results. The evaluators’ provided no empirical data supporting their recommendation. Further, they provided neither actual nor simulated analytics demonstrating that additional conjunctive decisions would have misclassification (i.e., Kappa) indices similar the SBE’s current design.

**PEER Concern:** Some of MDE’s Accountability Task Force’s decision-making practices do not align with the overall purpose of the accountability standards.

**MDE Response:** The agency selected and applied a standard-setting approach that has extensive research supporting the validity of the approach. The agency used panelists who were subject matter experts in the area of educational leadership and management (e.g., principals, supervisors, superintendents) to recommend cut-scores for the State Board of Education’s consideration.

**PEER Concern:** MDE’s ability to create assessment benchmarks and cut-points or the accountability grades gives the department an inappropriate amount of control over these grades.

**MDE Response:** The literature has demonstrated the volatility of growth-based metrics. This volatility is in part ameliorated by including status indicators, using multiple data waves, and ensuring only reliable assessment results (low standard error of measure) are included. The inclusion of growth-based metrics with status-
based metrics increases the robustness of the accountability design. The addition of a growth-metric improves the goodness-of-fit of the accountability model to predict accountability ratings.

The documents that follow support the existing accountability system. Each recommendation from the PEER Committee report is addressed. The resumes for MDE's Technical Advisory Committee (TAC) and key members of the Technical Review Team provide evidence of the quality of the team vetting the system. It should be noted that these individuals have extensive experience in designing accountability and assessment systems and are recognized as national experts in their fields. I requested the resumes of those who conducted the review and only received the degrees they obtained, as shown in the attachment. I question the technical sufficiency of the PEER Review Team, which is needed to evaluate, draw conclusions, and formulate design recommendations for state assessment and accountability systems.

The performance standards of the Mississippi Statewide Accountability System are a high-quality set of indicators of school effectiveness, intended to improve student outcomes. The system, developed through a multi-year deliberate process of stakeholder feedback and research-based best practice, reflects a very different philosophical approach to school accountability than the report illustrates. The MDE has worked diligently to ensure reliability and validity in these indicators of school success, incorporating both state and federal statute into one coherent model to measure school performance.

Sincerely,

Carey M. Wright, Ed.D.
State Superintendent of Education

Attachments:  MDE Response to PEER Accountability Report
Vitas/Resumes of:
- Joint Legislative PEER Committee
- MDE Technical Advisory Committee for Assessment and Accountability
- MDE Technical Review Team, External Assessment and Accountability Members
Mississippi Department of Education
Response to Recommendations from the PEER Committee report “A Review of Accountability Standards of the Mississippi Department of Education”

**Recommendation 1.** In order for a school’s or district’s student proficiency to be represented accurately by its accountability grade, MDE should report performance grades that reflect student assessment score data as closely as possible. This could be done by:
- eliminating the use of the four achievement categories (minimal, basic, proficient, and advanced); or,
- reporting scale scores divided by total possible scale score points (in the form of a percentage).

To accomplish this, the Legislature should amend MISS. CODE ANN. 37-17-6(5)(c)(i)
(Note: When proficiency is referenced in other recommendations in this report, it is with the assumption that an accurate proficiency measure will be utilized.)

**MDE Response:** The report raises objections about the use of performance categories to signal student performance, indicating that this is less preferable to an indicator based solely on scale scores (pp. 29-30). However, it is important to note that many state education accountability systems throughout the nation use performance categories precisely because it clearly incorporates the assessment standard into the system. Indeed, Mississippi’s criterion referenced tests are designed for the explicit purpose of classifying with the highest degree of precision student performance with respect to these standards. Furthermore, any assertion that scale scores should be the primary driver of accountability determinations is incomplete without consideration of the error associated with interpreting unit level changes in scores which may be within the standard error of measurement. In other words, **scale score based indicators are prone to false-precision that is not recognized in the recommendations.**

**Recommendation 2.** In order to communicate and report student proficiency and student growth accurately and to prevent either proficiency or growth from greatly affecting a school’s or district’s accountability grade, MDE should separate proficiency and growth into two separate grades.

MDE could do so by assigning a letter grade (A thru F) for proficiency, followed by another indicator to represent growth. The department could use a letter grade to demonstrate proficiency and an arrow that indicates direction to reflect whether a school has made adequate learning gains. For example, a school that made learning gains and earned a B in proficiency would have a grade of B+. However, a school that earned a B in proficiency, but did not make adequate learning gains, would have a grade of B-.

For the separation of scores to take place, the Legislature would need to amend MISS. CODE ANN. Section 37-17-6 (g) (1972) to allow for separate proficiency and growth indicators.
**MDE Response:** A central assertion of the report authors is that the influence of growth corrupts or clouds the accountability outcomes. For example, on page 29 the authors state, “Mississippi’s standardized tests are carefully constructed to ensure that a student has mastered a certain level of competency; those tests alone provide the criterion/standard that should measure school performance.” Again on page 33 the authors reason, “If the purpose of the accountability standards is to improve student achievement and increase the level of accountability of schools and districts, then more emphasis should be placed on proficiency.” Taken to its natural conclusion, the application of this statement creates a system that systematically disadvantages schools, especially those that serve traditionally low achieving students. A well-designed and fair system must include multiple indicators including, especially, elements that reward student growth. Furthermore, to the extent that equity (or improving performance of at-risk students) is a priority outcome, indicators must be included that signal such progress and reward ongoing efforts. To this point, the Council of Chief State School Officers (CCSSO) document entitled *CCSSO Roadmap for Next-Generation State Accountability Principles*, which was developed by a representative group of state education leaders and experts in the field of assessment and accountability, explicitly promotes as principle 3, “Focus on student outcomes on a variety of indicators including those of both status and growth” (see: http://www.ccsso.org/Documents/2011/Roadmap_for_Next-Generation_Accountability_2011.pdf). From the same seminal report, the authors identify the following option for states, “Focus particularly on and weigh more heavily the achievement of the lowest-performing students.” *In short, there is a strong rationale for and extensive practice nationally in support of design decisions represented in the Mississippi system. Conversely, there is a growing recognition nationally, that systems that rely exclusively or heavily on status test performance do not represent best practice.*

**Recommendation 3.** To ensure that a school’s or district’s growth is represented accurately in its accountability grade, MDE should indicate growth by a student’s improvement from one year to the next in the accurate proficiency grade. MDE uses growth multipliers of 1, 1.2, or 1.25 to indicate greater growth, but any multiplier or incentive that alters an original score takes a rating farther away from accurately demonstrating true performance.

**MDE Response:** On page 34 of the report, there are multiple references to growth being counted three times in the model. Growth is only counted twice, and then ONLY if the student is in the Low subgroup. The support for the three-time argument is that a student who performs at proficient or advanced, by nature, is growing. However, that is not always the case. In fact, statewide results for school year 2013-14, of the students meeting proficiency, approximately 80% of students met both proficiency and growth, 11% met proficiency but not growth, and 9% met proficiency and exceeded growth.

On page 37, in the last sentence of the last paragraph, the following statement is made: “if those incentives obfuscate data regarding actual student performance, the ultimate goal of improving student achievement and increasing school and district accountability
has not been reached.” Reviewing statewide results from school year 2013-14 reveals that, if the weights are removed from the growth calculations, approximately one point makes the difference in weighted and unweighted values. One point of increase is more incentive than obfuscation. The report also asserts that “MDE could provide no rationale for the values of the weights”; however, incentivizing growth is the rationale, as noted in the report.

On page 36 the authors suggest two approaches for “presenting growth.” The first is to report proficiency rates annually and focus on changes in rates. Simply put, this is not growth. This refers to a trend analysis which is not based on matched cohorts of the same students. Achievement differences over time using such a method cannot be disentangled from annual changes in school enrollment. The authors further suggest an approach whereby the scale score is reported as a percentage of the total possible scale score. This is not technically appropriate or defensible. Such a practice completely departs from the measurement model used for the tests—Item Response Theory (IRT)—and would substantially distort precision and meaningful score interpretation.

**Recommendation 4.** To ensure that a school’s or district’s grade for a given year is a direct representation of that school’s or district’s performance for that year, MDE should instruct schools and districts to report and publicize not only their official grade, but also their “paused” or “waived” grades in any school year that is considered a transitional year. Allowing schools and district the opportunity to publicize the better grade of two years, or an outdated school grade, does not provide a clear picture of current performance. Further, to ensure that schools’ and districts’ grades can be reliably compared to those of other schools or districts for that year and that a single school or district can analyze its performance over a period of time, MDE should report schools’ and districts’ grades using the same accountability standards (as opposed to a previous year’s standards or a previous year’s grades).

**MDE Response:** The report raises concerns about being able to compare scores from year to year (pp. 39-40). However, MDE has released to the public all the SY 13-14 calculations, with and without the “pause” or “waived” grade. Further, MDE intends to run the SY14-15 model, as the values are required by the U.S. Department of Education for federal accountability purposes. The first sentence of the last full paragraph on page 40 indicates that “the public might not have actually seen the accountability results as MDE has purported they are calculated.” MDE has provided data on its public reporting website with all the resulting calculations, with and without the “waived” result, since the State Board of Education approved the results on October 17, 2014. The file is available on MDE public reporting webpage, as well as through MDE’s official news release regarding 2014 Accountability Results.

**Recommendation 5.** To ensure that the A through F cut-points and assessment benchmarks are directly related to student mastery over material, MDE should develop a defendable criterion for being "proficient."
MDE Response: The method for setting standards for both the state tests and the state accountability system seem to be questioned as too 'subjective' rather than 'criterion-based' (p.45). The process for setting standards for the state tests follows established, research-based protocols used broadly for state achievement tests. The Bookmarking (Lewis, Mitzel, & Green, 1996) and the Contrasting Group (Livingston & Zieky, 1982) methods used to establish the academic achievement standards (AAS) are internationally recognized approaches. These methods were used in a majority of statewide assessment systems reviewed by the United States Department of Education’s Peer Review process in meeting the requirements of 34 C.F.R. 200. “The performance standards provide qualitative descriptions of the intended distinctions between adjacent levels of performance. The cut scores are points on the score scale, with one cut score associated with each performance standard (Cizek, 2001, pg. 55). This process relies on both judgments and data. It is precisely because of this process, that a criterion-based claim can be supported for the assessments. Moreover, utilizing a broad-based task force to make judgments based in part on data, as is the practice in Mississippi, to reach decisions about the accountability system standards is a common and acceptable practice nationally to identify performance criteria. If the authors have another proposal for establishing the key performance criteria for either the tests or the accountability system, it was not apparent to the reader. The process evidence demonstrates the technical quality of the standard-setting methodology and the nationally recognized experts associated with implementing the procedures. Claims asserting the “defendable criterion” are neither supported by psychometric experts or empirical evidence.

Recommendation 6. To ensure that the accountability standards accomplish what they are designed to accomplish, MDE should ensure that task force recommendations support the purpose of the accountability standards so that appropriate changes, where necessary, can be made.

MDE Response: The practice of engaging stakeholders in the decision-making process is one that is widely used across various disciplines. Allowing a diverse group of current practitioners to have a voice in the development of the accountability system helps to strengthen its efficiency, reduce risks, and increases transparency and understanding around its design. The role of the Accountability Task Force (ATF) is to advise MDE, State Commission on School Accreditation, and State Board of Education (SBE) on the business rules and practices that improve the implementation of the accountability system and its measure of district and school performance. The ATF reviews and discusses thoroughly the purpose of the accountability standards as well as data, where necessary, to ensure the decisions are equitable for all districts and schools across the state. As noted on page 46 of the report, all of the recommendations generated through the work of the ATF are vetted through the Technical Review Team and Technical Advisory Committee to determine the soundness of the decisions being brought forward as well as to ensure the decisions are statistically/technically defensible. In evidence of the quality of the vetting process, the resumes for the Technical Advisory Committee, as well as for the members of the Technical Review Team with expertise in national educational accountability research, are provided at the end of this response. Prior to the approval of these recommendations by the SBE, the general public are afforded an opportunity to provide feedback to the SBE on concerns of the proposed
recommendations through the Administrative Procedures Act (APA) process. This feedback are considered and changes are made as necessary prior to the final ruling of the SBE.

**Recommendation 7.** In the best interest of the students and to acknowledge the distinct honor of successfully completing high school, MDE should develop a method to ensure that the changes made to the graduation options are equivalent and comparable to a standard/regular high school diploma.

**MDE Response:** The agency applied weighting to both academic achievement results and graduation rates consistent with SBE’s policy. The emphasis on students graduating on time with a regular diploma is enumerated in the weighting. The emphasis on students graduating from high school and either entering the workforce or attending college is supported by the research. An extensive body of research exists showing that lifetime earnings of high school graduates are significantly higher than for those that dropout of schools (Card, 1999; Cheeseman, & Newburger, E., 2014). Further, the research also shows strong evidence that high school dropouts are incarcerated (Anderson, 1999), unemployed, and use government support services (Grossman, 2006) at rates much higher than graduates. The graduation options that result in the issuance of a standard, high school diploma use multiple indicators (i.e., course credit earned, standardized assessment results). Other states’ policies allow for additional performance evidence to be considered, such as remediation opportunities, attendance, grade-point-average, portfolios, electives, or occupational readiness examinations, as well as other nationally recognized assessments (see Education Commission of the States, Indiana Department of Education). These nationwide changes reflect the divergence of the K-12 systems in preparing students to be ready to enter the workforce or to move to post-secondary education. The high-stakes “gate keeper” test policies of the late 1990s as the only indicator of post-secondary readiness have been determined to be fraught with negative consequences (e.g., disadvantaging students with disabilities and English language learners). Further, the MDE ensures that changes made to graduation options are equivalent and comparable to a standard/regular high school diploma through the input of our Technical Advisory Committee (resumes attached) and the use of national research in the field, as well as the thorough vetting of decisions through the Commission on School Accreditation, the State Board of Education, and public comments garnered through Administrative Procedures Act (APA) process.

**Recommendation 8.** The Legislature should enact legislation requiring that the Mississippi Department of Education submit any proposed changes to the school accountability standards one year before those standards may become effective. Such submission should also include a statement of estimated economic impact detailing how the proposed changes could impact the development of recommendations for the funding of the adequate education program. This is important because school districts' accountability grades are figured into the MAEP formula and any changes in the way that a "successful" district (currently, a district receiving a C accountability grade) is defined will affect the calculation of the MAEP funding formula and thereby affect the
amount of funding requested by MDE and ultimately the amount of funding received by school districts.

**MDE Response:** As authorized through section 203(2) of the Mississippi Constitution, the State Board of Education formulates “policies according to the law for implementation by the State Department of Education.” Following statewide procedure, the SBE finalizes policy through the Administrative Procedures Act (APA) process, as codified in MISS. CODE ANN. § 25-43-1 through 4. The legislation governing this process provides for public comment and review of any changes and potential impacts.

Overall, MDE is disappointed in the quality of the report. Based on the extensive and research-based approach used to develop the Mississippi Statewide Accountability System, MDE has tremendous confidence it accurately reflects the progress of districts and schools in a most transparent manner.
Attachments: Vitas/Resumes

Joint Legislative PEER Committee
Education Accountability Team (provided by PEER to MDE)

MDE Technical Advisory Committee for Assessment and Accountability
Dr. Chad Buckendahl
Dr. Chris Domaleski, Chair
Dr. George Englehard
Dr. Gerunda Hughes
Mr. Robert Lee

MDE Technical Review Team, External Assessment and Accountability
Members
Dr. JP Beaudoin
Dr. Christy Hovanetz
Joint Legislative PEER Committee
Staff Biographies

Education Accountability Project

Project Team

**David Pray**
Principal Analyst
Certified Public Accountant
Master of Business Administration, Mississippi College
Bachelor of Business Administration, University of Mississippi

**Jenell Ward**
Analyst
Master of Public Health, University of Southern Mississippi
Bachelor of Science in Nutrition and Dietetics, University of Southern Mississippi

**Julie Winkeljohn**
Senior Analyst
Master of Theological Studies, Spring Hill College
Master of Business Administration, Mississippi State University
Bachelor of Arts in Communication, Mississippi State University

PEER Staff Providing Administrative, Quality Assurance, and Editing Support

**Max K. Arinder**
Executive Director
Doctor of Philosophy in Experimental Psychology, University of Southern Mississippi
Master of Arts in Psychology, University of Southern Mississippi
Bachelor of Arts in Psychology, University of Southern Mississippi

**James A. Barber**
Deputy Director
Master of Business Administration, University of Southern Mississippi
Bachelor of Business Administration, University of Southern Mississippi

**Jennifer Sebren**
Principal Analyst
Master of Science in Industrial/Organizational Psychology, University of Tennessee at Chattanooga
Bachelor of Science in Psychology, Mississippi College

**Ava Welborn**
Editing Coordinator/Quality Assurance Manager
Master of Science in English, University of Southern Mississippi
Bachelor of Arts in English, University of Southern Mississippi
Chad W. Buckendahl

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Las Vegas, NV 89135
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Education

Ph.D. 2000, Quantitative and Qualitative Methods in Education, University of Nebraska, Lincoln

M.L.S. 1996, Legal Studies, University of Nebraska College of Law

B.A. 1994, Political Science, University of Nebraska, Lincoln

Professional Experience

2007 – pres. Senior Psychometrician and Director of Strategic Partnerships, Alpine Testing Solutions.
Responsibilities: Develop and maintain client relationships, provide psychometric consultation, manage applied research projects, and conduct applied research for testing programs in education, licensure, and certification.

Responsibilities: Sought external funding, directed applied research and provided measurement consultation for proprietary, non-commercial testing programs in education, licensure, certification, and admissions.

Responsibilities: Collected survey data for a variety of clients, authored training manuals, conducted research on in-person survey participation rates, and programmed surveys in ‘C’ for CATI and CAPI data collection.
Memberships and Professional Service

American Educational Research Association (AERA)
   Member, 1997 to 2010, Division D, Professional Licensure and Certification SIG
   Reviewer, 1999 to 2010, Division D, Professional Licensure and Certification SIG
   2006 Co-winner of Division D Award for Significant Contribution to Educational Measurement and Research Methodology

Institute for Credentialing Excellence (ICE)
   Member, 2009 to present
   NCCA Commissioner (Psychometric Reviewer), 2010 to present
   NCCA, Chair, 2013 to present, Co-chair, 2011 to 2013

International Test Commission (ITC)
   Member, 2002 to present

National Council on Measurement in Education (NCME)
   Member, 1997 to present
   Reviewer, 1999 to present
   Co-chair of membership committee, 2004-05, member 2004-07
   Co-chair of program committee, 2005-06
   Chair of outreach committee, 2007-08, member 2007-10

Northern Rocky Mountain Educational Research Association (NRMERA)
   Member, 2002 to 2012
   Executive Board Member, 2002-05, Program Chair, 2003, President-Elect, 2005-06, President, 2006-07, Past President, 2007-08

Phi Delta Kappa (PDK)
   Member, 2000 to 2010

Journal Editor/Reviewer
   Associate Editor: Applied Measurement in Education, 2006-2010
   Guest Editor: Applied Measurement in Education (Summer 2005)
   Occasional reviewer: Applied Measurement in Education; Applied Psychological Measurement; Assessment in Education: Principles, Polices, and Practice; Educational Assessment; Educational Measurement: Issues and Practice; Environmental Health Perspectives; International Journal of Testing; Journal of the American Dental Association; Language Assessment Quarterly; Measurement: Interdisciplinary Research and Perspectives; Mid-Western Educational Researcher
Publications

Journal Articles


**Books, Book Chapters or Monographs**


**Presentations**

**International and National**


63. Buckendahl, C., Huynh, H., Siskind, T., & Saunders, J. (April, 2004). *From content standards through technical advisory committee to the State Board of Education: A case study of South Carolina’s 2003 PACT science assessments.* Paper presented as part of an invited symposium at the annual meeting of the National Council on Measurement in Education. San Diego, CA.


69. Buckendahl, C., Christensen, D., & Roschewski, P. (June, 2002). Nebraska’s state assessment model: Findings from the first year. Presentation as part of a symposium at the Large Scale Assessment Conference. Palm Desert, CA.


73. Buckendahl, C., Christensen, D., & Roschewski, P., (June, 2001). Standards, assessment, and accountability – A balanced approach. Presentation as part of a symposium at the Large Scale Assessment Conference. Houston, TX.


77. Impara, J., Plake, B., & Buckendahl, C. (June, 2000). *The comparability of nationally norm-referenced tests relative to Nebraska’s academic content standards.* Paper presented at the Large Scale Assessment Conference. Snowbird, UT.


**Regional**


annual meeting of the Mid-Western Educational Research Association. Chicago, IL.


Courses taught
Legal issues in testing (doctoral seminar)

Guest lectures
Intelligence testing: A matter of life and death? (University of Nevada, Las Vegas)
Alignment: Extending content validity theory (University of Massachusetts, Amherst)
Psychometrics in the courtroom (University of Nebraska, Lincoln and University of Massachusetts, Amherst)
A brief history of educational and psychological testing (University of Nebraska, Lincoln)
Legal issues in educational testing (University of Maryland, College Park)
Evaluating technical quality of local assessments (University of Nebraska, Lincoln)

Professional development workshops delivered
Methods for setting cut scores on tests in education and credentialing
Introduction to reliability for local assessments
Introduction to setting mastery levels (standard setting)
Writing multiple choice and constructed response items
Writing items that measure higher order thinking skills
An overview of Nebraska’s state assessment system
Understanding validity evidence in local assessment systems
Designing an outcomes assessment system for accreditation
Evaluating alignment of local assessment systems

Consultation


5. ALTA Language Services: Provide psychometric consultation, data analysis, and standard setting services for tests of foreign languages. (2008-2011).


7. Scrum Alliance: Provide program design and psychometric consultation on characteristics of certification testing program. (2008-2009)

8. Nevada Department of Education: Provide general psychometric and policy consultation on educational assessment programs in reading, mathematics, science, and writing as a member of their Technical Advisory Committee. (2008-present)
9. National Dental Examining Board of Canada (NDEB): Provide psychometric consultation for development, validation, and policy on written and OSCE examination programs for dental licensure. (2006-present)

10. Southern Maine University: Provide program design, psychometric, and legal defensibility consultation for child protective specialist assessments in Maine. (2008-2011)


15. U.S. Department of Education (ED): Principal Investigator for the Congressionally mandated evaluation of the National Assessment of Educational Progress (NAEP). Responsible for management of subcontract with University of Massachusetts, coordination of research activities, coordination of Technical Working Group, and writing/editing reports documenting activities and findings. (2004-2009)


17. Florida Board of Bar Examiners: Provide psychometric consultation on exam development, technical quality, validation, and legal defensibility for a state’s bar examination program. (2004-present)


22. Scantron Corporation: Provide psychometric consultation on the technical quality of examinations for computer adaptive diagnostic classroom assessments. (2002-04)


24. Certiport, Inc.: Provide psychometric consultation on the technical quality of examinations for information technology certification (IT) program. (2001-03)


27. Westside Community Schools: Provide consultation on locally developed assessment program focusing on the technical quality. (2001)

28. Educational Service Units #1, #2, #3, #4, #6, #7, #8, #9, #10, #11, #13, #14, and #19: Conduct workshops and provide consultative services on psychometric quality of assessments for staff developers and member districts across Nebraska. (2000-2006)


30. Nebraska Department of Education: Provide measurement and testing consultation services for the state Assessment and Accountability program. (1999-present)


33. Millard Public Schools: Conduct standard setting studies for reading, writing, mathematics, science, and social studies assessments administered in multiple grades. (1998-present)

34. Wichita Public Schools: Provide observation and technical consulting services for standard settings on district-developed tests. (1998-2004)

35. Lincoln Public Schools: Assisted in conducting a standard setting study for high school graduation mathematics examination. (1998-99)


37. YWCA of Lincoln: Conducted program evaluations for the Respite Care Network. (1997-99)

**External funding**

Contracts/grants awarded as P.I./Co-P.I.: Approximately $19.9 million since 1999

Contracts/grants not awarded: Approximately $18.4 million since 1999

**Technical and Consulting Reports**

Over 190 technical and consulting reports since 1999
As a Senior Associate, Chris Domaleski strives to help states and organizations improve student achievement by providing technical support to implement innovative and effective assessment and accountability systems.

Since joining the Center in 2008, Chris has helped multiple states develop, implement, and evaluate assessment and accountability systems. He serves on several technical advisory committees, is the coordinator of the Council of Chief State School Officers State Collaborative on Accountability Systems and Reporting, serves as a technical advisor to two multi-state assessment consortia, and works closely with multiple states to design and validate assessment and accountability systems. Additionally, he has provided technical support to the U.S. Department of Education on multiple occasions to include participation in federal peer review of state of assessment and accountability systems.

Selected current projects include:

- Chair, Technical Advisory Committee, Mississippi Department of Education
- Chair, Technical Advisory Committee, Gwinnett County (Georgia) Public Schools
- Technical Advisory Committee, Kansas Department of Education
- Technical Advisory Committee, South Carolina Department of Education
- Technical Advisory Committee, Nevada Department of Education
- Technical Advisory Committee, Alaska Department of Education
- Technical Advisory Committee, Hawaii Educator Evaluation System
- Consultant to the National Center and State Collaborative (NCSC) Alternative Assessment Consortium for assessment design
- Co-Coordinate/ Facilitate Technical Advisory Committee for the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium
- Consultant to the Wyoming Department of Education for Accountability Design
- Consultant to the Utah State Office of Education for Assessment Design and Accountability

Prior to working with the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state’s K-12 testing program and accountability system. He received his Ph.D. at Georgia State University in Educational Policy Studies, concentrating in Research, Measurement, and Statistics and he currently teachers graduate courses in measurement and statistics at the University of Georgia.
Education

**Doctor of Philosophy.** Georgia State University, Atlanta, Georgia, 2006
Educational Policy Studies, Concentration in Research, Measurement, and Statistics

**Master of Education.** The University of Georgia, Athens, Georgia, 1994
Student Personnel in Higher Education

**Bachelor of Science.** North Georgia College, Dahlonega, Georgia, 1991
Major in Political Science with a minor in English

**Dissertation:** Exploring the Efficacy of Pre-Equating a Large-Scale, Criterion-Referenced Assessment with Respect to Measurement Equivalence

Professional History

**National Center for the Improvement of Educational Assessment, Inc.,** Dover, New Hampshire, 2008 – Present

**Senior Associate**
- Work with clients to design and/or validate assessment and accountability systems
- Provide research and consulting services on a variety of policy and/or psychometric issues related to assessment and accountability

**Georgia Department of Education,** Atlanta, Georgia, 2002 – 2008

**Associate Superintendent for Assessment and Accountability, 2007 - 2008**
- Responsible for all-aspects of the development and implementation of the state K-12 assessment program and the state accountability system under NCLB
- Oversee the Division of Assessment Research Development, Division of Assessment Administration, and Division of Accountability
- Serve as liaison to the State Superintendent of Schools and the Georgia State Board of Education for policy, programs, and issues related to assessments and accountability

**Division Director for Testing, 2006 - 2007**
- Responsible for all-aspects of the statewide K-12 assessment program, involving over 4.5 million tests administered annually to over 1 million public school students
- Manage contracts, deliverables, and budgets for multiple state assessment programs
- Ensure state assessment program is in compliance with state and federal laws and regulations

**Manager for Research and Development, 2004 – 2006**
- Provide leadership for all projects and activities of the Research and Development team for the Testing Division to include: development and validation of statewide assessments, preparation of research reports, management of scoring and reporting, and training and support to assessment stakeholders
- Manage contracts, budgets, and deliverables for multiple projects

**Assessment Specialist, 2002 – 2004**
- Provide primary psychometric support related to the state assessment programs
- Conduct data analysis to verify the integrity and validity of assessment data.
• Prepare reports for GaDOE and other stakeholders to address assessment properties, research findings, and appropriate use of test scores.

**The University of Georgia**, Athens, Georgia, 2014- Present

**Instructor, College of Education** 2014 – Present

• Teach graduate level research and statistics courses
• Courses taught include: Analysis of Variance Methods in Education, Applied Correlation and Regression Methods

**Georgia State University**, Atlanta, Georgia, 2000 – Present

**Instructor, College of Education**, 2006 – 2014

• Teach graduate level research, measurement, and statistics courses
• Courses taught include: Research Methods, Institutional Research, Item Response Theory, and Advanced Measurement Theory


• Worked with faculty and graduate students engaged in educational research to provide guidance and support for research design, implementation, statistical analyses, and interpretation
• Supported ongoing research projects of the bureau, including such tasks as developing surveys and assessments, conducting literature reviews, and performing data analysis.

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**Selected Presentations and Publications**


Marion, S., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello (2012). Considerations for Analyzing Educator’s Contributions to Student Learning in Non-Tested Subjects and Grades with a Focus on Student Learning Objectives. Dover, NH: NCIEA.


CURRICULUM VITAE -- GEORGE ENGELHARD, JR.

June 27, 2015

PERSONAL INFORMATION

Home Address:  
311 Connecticut Ave. NE  
Atlanta, GA 30307

University Address:  
Educational Psychology, College of Education  
The University of Georgia  
Athens, GA  30602

email: gengelh@uga.edu  
website: www.GeorgeEngelhard.com

EDUCATIONAL BACKGROUND


PROFESSIONAL EXPERIENCE

Professor, The University of Georgia, College of Education. September 2013 to present.

Program Coordinator, Quantitative Methodology Program, Educational Psychology, The University of Georgia, College of Education. September 2013 to present.

Professor Emeritus, Emory University, Division of Educational Studies. September 2013 to present.

Professor, Emory University, Division of Educational Studies. September 1997 to August 2013.

Director of Graduate Studies, Emory University, Division of Educational Studies, (Fall 2011 to Spring 2013).

Associate Professor, Emory University, September 1991 to August 1997.

Assistant Professor, Emory University, September 1985 to August 1991.

BOOKS


EDITED VOLUMES


FELLOWSHIPS, GRANTS, AND AWARDS

Fellow of the American Education Research Association (2009 to present).

Visiting Research Scientist, The College Board, New York City (Fall 2012). Sabbatical leave at the College Board to continue my research and policy collaborations with colleagues at the College Board.

Visiting Scholar at Center for English Language Communication, The National University of Singapore (January 2012). The purpose of the visiting scholars program is to create opportunities for collaborative work between the CELC Centre and internationally recognized and distinguished scholars.

Visiting Scholar, The College Board, New York City (Fall 2010). The purpose of this visiting scholarship is to provide opportunities for meaningful research and policy interactions among distinguished research scholars in academia and members of the College Board.


Distinguished Lecturer at Tokyo and Osaka Centers (December 2007, December 2009). The purpose of this lecture series is to bring to Japan internationally recognized scholars for intensive weekend seminars on issues related to English as a second language and applied linguistics.

Halle Faculty Delegation to Germany (June 4-17, 2005). The purpose of this program was to provide Emory faculty with a cultural and scholarly introduction to contemporary
political, business, academic, and artistic issues in Germany and the European Union.

**Atlantik-Brucke Fellow** (June 2005 to present). The Atlantik-Brucke (Atlantic Bridge) was founded in 1952 as a private, non-partisan organization that seeks to strengthen ties between Germany and the United States.

**Emory Faculty Language and Culture Program in Salamanca, Spain** (June 1- July 3, 2001). This program provided an intensive 4-week Spanish Language Course, Seminar on Hispanic Cultural Literacy, and the opportunity for collaborative scholarship at the Universidad de Salamanca.


**Lilly Fellow, Lilly Post-Doctoral Teaching Award**, Emory University, 1986-87. Project: Development of a new undergraduate course for Emory College on *Education as a Social Science*. Syllabus selected for inclusion in the American Sociological Association's publication on teaching sociology of education.

**Sears Fellow, Writing Across the Curriculum Project**, Emory University, 1989-1990. Project: Enhancement of the writing skills of college students.


**Distinguished Paper Award** (October 1990), (with J.A. Monsaas). Attitudes toward testing practices as cheating as predictors of teachers' test preparation and test administration practices. Georgia Educational Research Association.


**Summer Grant**, Emory Center for Teaching and Curriculum (1996). Summer stipend to
support the development of new course for Emory College entitled: An introduction to educational research.

**Member**, (February 1992 to August 1996). Measurement Research Team (MRT) for National Board of Professional Teaching Standards, Center for Educational Research and Evaluation at the University of North Carolina at Greensboro. MRT was responsible for defining a measurement research agenda that is consistent with the NBPTS goal of developing a technically sound system of assessing and certifying highly accomplished classroom teachers.


**Summer Grant**, University Research Committee, (April 1991 to August 1991), Emory University. Project title: Major research traditions in the measurement of individual differences: An emergent history.

**Summer Research Fellowship**, (June 1989). *Secondary Analyses of the Second International Mathematics Study Data*, National Science Foundation. University of Illinois at Urbana-Champaign.

**Faculty Development Award**, Emory University. Project: Using Computer Assisted Instruction in College Classrooms (Spring 1992).

**Summer Faculty Development Awards**, Emory University, 1986 and 1990.


**Tuition Scholarships**, The University of Chicago, Fall, Winter and Spring Quarters (1978, 1979, 1980).

**PUBLICATIONS**


Geisinger, R.A. Spies, J.F. Carlson, & B.S. Plake (Eds.). Seventeenth Mental Measurements Yearbook. Lincoln, NE: The University of Nebraska Press.


high stakes writing assessments. In M. Wilson & G. Engelhard (Eds.), *Objective Measurement: Theory into Practice, Volume 5* (pp. 3-14). Stamford, CT: Ablex.


COMMISSIONED PAPERS, REPORTS AND MONOGRAPHS


Engelhard, G. (1998). Examination of psychometric issues raised by the Chicago Public

Engelhard, G. (1997 to present). Annual reports on the psychometric quality of the certification exams for nurse practitioners in areas related to women's health care. Reports commissioned by the National Certification Corporation (Chicago, IL).


**PAPERS AND PRESENTATIONS GIVEN AT INTERNATIONAL, NATIONAL, REGIONAL, AND STATE CONFERENCES**


Theory. Poster Session at the 2015 CFP Board Registered Programs Conference in Washington, D.C.


Engelhard, G. (2010). Invited lecture series at The College Board (NYC)

- The quest for invariant measurement in the human sciences (September 2010)
- Conceptualizing Differential Item and Person Functioning as Model-Data Misfit Fit (October 2010)
- Evaluating the quality of rater-mediated assessment (December 2010)


Engelhard, G. (July 2004). Issues associated with implementing “No Child Left Behind” from the perspective of the technical advisor. Invited paper presented at the annual meeting of the Council of Chief State School Officers in Boston, MA.

Engelhard, G. (December 2003). Using Rasch measurement to evaluate the ratings of standard-setting judges. Presentation at the Universita degli Studi di Padova (University of Padua) in Padua, Italy.


[Thirty papers and presentations between April 1980 and March 1991]

ORGANIZATIONAL MEMBERSHIPS

American Educational Research Association (Fellow)

National Council on Measurement in Education

The Psychometric Society
International Test Commission

PROFESSIONAL SERVICES: International, National and State

Pacific Rim Objective Measurement Society

Board member (2012 to present)

American Educational Research Association

Program Chair, Division D (Measurement and Research Methodology), American Educational Research Association (1992 annual conference in San Francisco). Responsibilities included coordination of program activities related to three sections (Applied measurement, theoretical measurement, and research methods) within Division D.

Section Chair, Section 2 (Theoretical measurement) of Division D (Measurement and Research Methodology), American Educational Research Association (1991 annual conference in Chicago). Responsibilities included coordination of the peer-review process and selection of papers for presentation at the annual meeting.

Co-Chair, Graduate Student Seminar Committee, American Educational Research Association, (1997-98). Responsibilities included organizing a pre-session to provide graduate students with the opportunity to participate in round table discussions with distinguished scholars regarding current topics in research methodology, statistics, and measurement.

Chair, Rasch Measurement Special Interest Group, American Educational Research Association (1994-96).

Member, E.F. Lindquist Award Committee, American Educational Research Association (1991-1993). The purpose of this award is to recognize outstanding lifetime contributions in educational measurement.


National Council on Measurement in Education

Chair, NCME Website Taskforce. The purpose of the taskforce is to review the current NCME website and recommend improvements in the website (2006-2007).


Member, Instructional Materials for Educational Measurement Series (ITEMS), National Council of Measurement in Education (1997 to present)


**Georgia Educational Research Association**


Member, Nomination Committee, Georgia Educational Research Association, (Fall 1987).

**Editorial Boards**

Associate Editor (2009 to 2014), *Applied Measurement in Education*. Appointment as co-editor pending.

Member of Editorial Board (2004 to present), *Educational and Psychological Measurement*.

Member of Editorial Review Board (1996 to present), *Applied Measurement in Education*.

Founding Member of Editorial Board (2001 to present), *Measurement: Interdisciplinary Research and Perspectives*.

Founding Member of Editorial Board (2000 to present), *Journal of Applied Measurement*.

Founding Member of Educational/Psychological Editorial Board (1997 to 2001), *Journal of Outcome Measurement*.

Member of Editorial Advisory Board (1997 to 2001), *Educational Measurement: Issues and Practice*.

Member of Board of Consultants (1997 to 2000), *Journal of Research and Development in Education*

**Manuscript reviewer**


**International Conference on Measurement**

Organizer with J. Monsaas (April, 1993), Seventh International Objective Measurement Workshop at Emory University, Atlanta, GA. The purpose of this workshop was to bring together international scholars conducting research on objective measurement in the social and behavioral sciences.

**National and Statewide Technical Advisory Committees**

Member, National Technical Advisory Committee on Dynamic Learning Maps (assessing students with disabilities). (January 2015 to present)

Member, Pennsylvania Technical Advisory Committee on teacher evaluation and certification. (July 2014 to present)

Member, Technical Advisory Committee, Georgia Department of Education. Responsibilities include advising the GDE on measurement and statistical issues related to student and teacher assessment (1986 to present).

Member, Technical Advisory Committee, Louisiana Department of Education. Responsibilities include advising the LDOE on measurement and statistical issues related to student assessment (2008 to present).

Member, Technical Advisory Committee on Standard Setting, ACT and National Assessment of Educational Progress (NAEP). Responsibilities include advising ACT and NAEP on standard setting procedures for the new Economics Test (2006 to 2007).

Member, Technical Advisory Committee, Pennsylvania Department of Education. Responsibilities include advising the PDOE on measurement and statistical issues related to student assessment (2008 to present).

Member, Technical Advisory Committee, New Jersey Department of Education. Responsibilities include advising the NJDOE on measurement and statistical issues related to student assessment (2001 to present).

Member, Technical Advisory Committee, Ohio Department of Education. Responsibilities include advising the ODE on measurement and statistical issues related to student assessment (1996 to present).

Member, Technical Advisory Committee, Michigan Department of Education. Responsibilities
include advising the MDE on measurement and statistical issues related to student assessment (1997 to present).

Member, Technical Advisory Committee, Washington Department of Education. Responsibilities include advising the WDOE on measurement and statistical issues related to student assessment (2001 to present).

Member, Technical Advisory Committee, Mississippi Department of Education. Responsibilities include advising the MDE on measurement and statistical issues related to student and teacher assessment (2013 to present).

Chair, Technical Advisory Committee, Gwinnett County Schools, Georgia. Responsibilities include advising the Gwinnett County schools on measurement and statistical issues related to student assessment (Member: 2001 to 2013, Chair: 2002-2003, 2005-2006).

Member, Massachusetts Tests for Educator Licensure (MTEL) Technical Advisory Committee. (May 2009 to 2010)

Member, Technical Advisory Panel on Uniform National Rules for NAEP Testing of Students with Disabilities (June 2009)

Member, Technical Advisory Committee on Standard Setting, ACT and National Assessment of Educational Progress (NAEP). Responsibilities include advising ACT and NAEP on standard setting procedures for the Science Assessment (2008 to 2010).


Member, Technical Advisory Panel, State-Developed Alternative Assessment (SDAA), Texas State Department of Education (Austin, TX, November 2000)


Member, Measurement Research Advisory Panel (MRAP) for National Board of Professional Teaching Standards (May 1997 to 2003).

Member, Measurement Panel, Georgia Department of Education. Responsibilities include advising the GDE on measurement and statistical issues related to the development of new statewide student assessment program: Criterion Referenced Competency Tests. These tests are designed to measure Georgia's revised Quality Core Curriculum (1997 to 2005).

Member, Technical Design Team, Oregon Department of Education. Responsibilities include advising the ODE on measurement and statistical issues related to student assessment (1998 to 2003).

Member, National Advisory Committee for Performance Assessments for Colleges and Technical Schools (PACTS) project. Responsibilities include advising PACTS on measurement
and statistical issues in the development of alternative assessment system for admission to post-secondary education in Georgia (1999 to 2003).

Member, Georgia Kindergarten Assessment Panel, Georgia Department of Education. Responsibilities include serving as technical advisor on measurement and statistical issues related to assessment of first grade readiness of kindergarten children (1997 to 1998).

Member, Department Technical Advisory Board for the Georgia Comprehensive Evaluation System. Georgia Department of Education. Responsibilities included advising the GDE on measurement and statistical issues related to the evaluation of Georgia schools (1989 to 1991).

Member, Writing Steering Committee. Georgia Department of Education. Responsibilities include advising the GDE on measurement and statistical issues related to the statewide assessment of written composition (1991 to 1995).
Short Biographical Statement

Professor George Engelhard, Jr., Ph.D. joined the faculty at The University of Georgia in the fall of 2013. He is professor emeritus at Emory University (1985 to 2013). Professor Engelhard received his Ph.D. in 1985 from The University of Chicago (MESA Program -- measurement, evaluation, and statistical analysis). His research has focused on a variety of topics including: invariant measurement; the role of assessment in improving educational processes; Rasch measurement theory; rater-mediated assessments; history of measurement theory; assessment of written composition; development of affective human characteristics; teacher assessment; and certification testing. Among his current research are projects on the following: invariant measurement; models of judgment for educational assessments; examination of rater effects in a variety of contexts; and standard setting on high-stakes performance assessments. Professor Engelhard is co-editor of four books, and the author or co-author of over 150 journal articles, book chapters, and monographs. He serves on several national technical advisory committees on educational measurement and policy including Georgia, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Pennsylvania, and Washington. He has served as President of the Georgia Educational Research Association (1992-93). He has received several awards and fellowships including a National Academy of Education/Spencer Foundation Fellowship Award, a Lilly Post-Doctoral Teaching Award, and Sears Writing across the Curriculum Project Award. He is a fellow of the American Educational Research Association. His latest book was published in 2013: Invariant measurement: Using Rasch models in the social, behavioral, and health sciences (New York: Routledge). He is currently under contract to write a new book entitled: Invariant measurement with raters: Classical and modern measurement theories for rating scales (New York: Routledge).
Dr. Gerunda Burke Hughes is currently the Director of the Office of Institutional Assessment and Evaluation in the Office of the Provost and Chief Academic Officer at Howard University and Professor in the Department of Curriculum and Instruction in the School of Education. In her faculty position, she served as Coordinator of Secondary Education Programs and taught courses in mathematics methods, assessment and measurement, and research methodology. She has also taught courses in the Department of Mathematics and the Center for Academic Reinforcement (CAR). Dr. Hughes has a B.S. in Mathematics from the University of Rhode Island; a M.A. in Mathematics from the University of Maryland, College Park; and a Ph.D. in Educational Psychology from Howard University.

In addition to teaching, Dr. Hughes has been involved in various professional activities related to research and assessment. She served as a Principal Investigator of the "Classroom Assessment Project" (CAP) at Howard University’s Center for Research on the Education of Students Placed at Risk (CRESPAR) and as Principal Investigator or Co-Principal Investigator of several grants funded by the National Science Foundation and the United States Department of Education. She has also served as a mentor to Howard University students in the Ronald E. McNair Post-Baccalaureate Achievement Program, the Rockefeller Brother’s Fund and the Howard University Science, Engineering and Mathematics Program.

She served as Co-Editor-in-Chief of the esteemed Journal of Negro Education, as Associate Editor of the highly acclaimed AERA journal, Review of Educational Research, and on the editorial boards of the American Educational Research Journal and the Mathematics Teaching-Research Journal. Dr. Hughes has presented numerous papers and published several articles and book chapters on issues related to educational assessment and evaluation.
ROBERT LEE

PROFESSIONAL EXPERIENCE

2005 to Present  Dept. of Elementary and Secondary Ed.  Malden MA
Chief Analyst; Acting PARCC Coordinator
- Manager of the team of analysts responsible for producing all MCAS, NAEP and MEPA reports
- Chair of the PARCC Ad hoc committee on score reporting; member PARCC Field Test Technical Team; Ad Hoc Committee on Growth, Research and Development and Standard Setting Advisory Committee
- Developer of the state’s growth model: Student Growth Percentiles
- Lead technical advisor on the MCAS and WIDA-ACCESS for ELLs contracts responsible for reviewing IRT and test equating work
- Lead efforts to reform the test equating process to allow for greater accuracy in MCAS reporting
- Developed numerous innovative ways to manage transitions as the state moved from 4, 8 and 10th grade testing to 3-8 and 10th grade testing

2001-2005  Department of Education  Malden MA
Analyst/Database Manager
- Designed the Massachusetts Adequate Yearly Progress system, which pioneered the use of an index system instead of percent proficient
- Integrated MCAS data with SIMS data to establish the databases used for the state accountability and Competency Determination systems
- Designed Annual Measurable Achievement Objectives for programs serving English language learners
- Lead the team of analysts providing regular updates to the commissioner and board of education on the effects of the new Competency Determination policy

1988-1999  Patriot Ledger/Baltimore Sun  Quincy MA/Baltimore MD
Reporter
- Daily beat reporter covering crime, politics and local government
- Author of 2,500 daily news stories
- AP award winner for spot new coverage
- Covered McDuffy vs. Robertson case and the subsequent passage of the Education Reform Act of 1994
EDUCATION

2008 Completed coursework in IRT and test equating taught by Ron Hambleton at UMASS and designed for government employees.

1999-2000 Harvard Graduate School of Education Cambridge MA
EdM. Research Methods and Statistics
- Studied Hierarchical Linear Modeling, Regression, questionnaire design
- Studied the history of education reform under Prof. Paul Reville
- Interned at the Department of Education

1998-1999 UMASS -Boston Boston MA
30 credits study in Teacher Education program
- Coursework focused on constructivism in secondary science education
- Worked as a full-time substitute and Alternative Education teacher for Canton Public Schools

1985-1989 Johns Hopkins University Baltimore MD
B.A. The Writing Seminars
- Journalism and public policy focus, graduated with departmental honors
- 30 credits of Biology coursework
- Captain of the 1989 Division III national champion fencing team
- Completed four internships at the Baltimore Sun and Baltimore Magazine

ADDITIONAL PROFESSIONAL ACTIVITIES

Advisor to the Georgia Department of Education’s Race to the Top Growth Model Committee

Staff liaison to the Massachusetts Educator Evaluation Task Force

Member since 2010 of the Missouri Growth Technical Advisory Committee

Member since 2006 of the National Blue Ribbon Advisory Committee responsible for choosing Blue Ribbon Schools for the Department of Education

Member since 2011 of the Mississippi Assessment Technical Advisory Committee
Professional Vitae

Annotated Work History

Prepared for:

Superintendent Dr. Carey Wright
Professional Vitae

JOHN PAUL BEAUDOIN

Quality Summary

My skill-set combines both formal and practical experience in the areas of assessment, accountability, and educator effectiveness. Having served as a classroom teacher, district supervisor, and state agent, I combine my technical expertise in psychometrics, statistics, and research with a practitioner’s lens to provide understandable and actionable solutions. My experience and training as a United State Department of Education Peer Reviewer and as a private-sector vendor have created a national network of professionals throughout the education community. This network creates additional mechanisms to seek and share practices being used throughout the country. In numerous cases, these contacts have assisted state and local leaders in making decisions that inform teaching and learning. My decision-making approach goes beyond simple technical solutions, but integrates stakeholder perspectives, end-user needs, and multiple communication approaches. My focus on self-improvement and integrity provides the foundation for my leadership style.

| Mississippi Department of Education (Jackson, MS) | • 2015-Reviewed and monitored the standard-setting for the 3rd grade, statewide assessment (MKAS²); Facilitated the OTSS and Accountability office’s integration of the programming used to create school and district accountability results; Developed and implemented the Excellence for All (E4A) assessment quality and accountability review process; Created the Student Learning Objective (SLO) training using Homeroom; Conducted the SLO training pilot at four (4) sites across Mississippi; Provided large-scale (web-based) training solutions for SLO and SSO; Developed and presented the graduation index used to combine student grades and SATP2 results.
| • 2014-Evaluated via auditing, the MDE’s newly developed school accountability system. Created procedural guidelines and the data validation indicators used to ensure credible results. Co-developed Mississippi’s Teacher Evaluation System (MTES) analytical model used to combine performance results, drafted the technical manual, and provided feedback regarding the Student Growth Percentile (SGP) metric. Presented MTES analytical model to stakeholder groups. Reviewed the business rules for school and district accountability based upon the recommendations of the Accountability Task Force.
| • 2013-Served as an external member of the state’s Accountability Committee. Developed and implemented a customized process to create performance levels and associated “cut scores” for the statewide accountability system. |

Education

Louisiana State University, Ed.D., Administration: Economics of Education

University of Louisiana at Lafayette, M.Ed., School Administration

Louisiana State University, BS, Special Education

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**Employment History**

2004-current: Research in Action, Inc. (CEO)

2002-2004: St. Tammany Parish School District (Supervisor)

1998-2002: Louisiana Department of Education (Director: Accountability)

1991-1998: Special Education Teacher (Long Beach, CA; Lafayette, LA, Livingston, LA)

2001-current: Army National Guard: MAJ (Officer Candidate School, Camp Beauregard, LA)


**Work History**

**Consultation**

| United States Department of Education (Washington, DC) | • 2009-Developed the peer review process necessary to evaluate each state’s graduation rate. Trained lead facilitators and then facilitated the three day event as the chairperson. Provided summary analytics to USED Title I director and his staff.  
• 2005-Provided technical assistance to the Wyoming Department of Education (WDE) regarding the evidence needed for the agency’s alternate assessment. Trained the Commonwealth of Puerto Rico staff in preparing evidence for their standards and assessment review (initial). Evaluated alternative AYP components for the Miccosukee Tribe, Oceti Sakowin Education Consortium (OSEC), and the Navajo Nation. Trained selected tribal representatives on the requirements associated with each principle outlined within the USED’s Accountability Workbook. |
| US Department of the Interior- Bureau of Indian Education (Washington, DC) | • 2012- Designed the technical elements of the BIE’s ESEA Flexibility Request, including each metric associated with the Accountability Index (AI). Trained selected BIE staff in the accountability redesign elements and the assessment requirements necessary to support growth model data.  
• 2010- Selected by the BIE as the technical assistance provider for tribal entities throughout the nation who are seeking to develop and implement an alternate AYP definition. Provided on-site and remote services in developing Accountability Workbooks in a manner that meets the cultural needs of tribal communities. Developed procedures for creating alternate AYP definitions consistent with the requirements of 25 C.F.R. Part 30. |
| Council of Chief State School Officers (Washington, DC) | • 2010- Focused on technical issues connected to implementing state-level accountability systems. Applied quantitative modeling to statewide assessment results to examine how potential business rule modifications might influence the distribution of accountability results.  
• 2007-Quality Assurance Process Management- Provided ASR members technical and practical solutions as a former state representative (Louisiana). Reviewed and contributed to ASR publications that focused on developing quality assurance procedures.  
| Delaware Department of Education (Dover, DE) | • 2012-Provided technical support to the DDOE regarding evidence needed for Peer Review. Created policy recommendations for the Secretary and Assistant Secretary of Education. Developed business rule changes (recommendations) necessary to integrate DCAS data into the state’s transitional accountability system.  
• 2010-Designed the accountability system for Title III with the 2010 ACCESS for ELLs© results. |
| Louisiana Department of Education | 2012- Extracted, evaluated, and established Delaware’s *USED Standards and Assessment Peer Review* body of evidence in both 2005 and 2012.  
2006- Evaluated the use of accommodations for SWD and ELL students and established screening thresholds using multi-wave data. |
| Maine Department of Education (Augusta, ME) | 2002- Developed managed, and implemented Louisiana’s school and district accountability system in conjunction with implementing the new *No Child Left Behind Act of 2001* with LDE staff (53 staff members with a budget of approximately $6 million). Provided technical and operational support for all Title I, Part A subgrantees ($365 million) in the state, while conducting feasibility research for the LDE’s reading initiative (Reading First). Prepared and presented policy recommendations to the Louisiana’s Board of Elementary and Secondary Education (BESE). Conducted impact research (including Highly Qualified Teachers) regarding the statutory language in NCLB and represented the State Superintendent at national and legislative hearings. Created and promulgated the State’s school improvement efforts in conjunction with textbook adoptions and other Title I initiatives. |
| Office of the State Superintendent of Education (Washington, DC) | 2008- Extracted, evaluated, and established Maine’s *USED Standards and Assessment Peer Review* body of evidence. Coordinated with the MDOE staff in producing and revising evidence associated with Maine’s High School Assessment (MHSA), which included the College Board’s SAT© and Measured Progress’s augmentation of the Math-A.  
2007- Developed the state’s Title III accountability design using empirical modeling. Developed and implemented the production cycle necessary to score and report Title III determinations for all school districts and consortia within the state using student-level data. |
| Nebraska Department of Education (Lincoln, NE) | 2005- Developed the state’s Title III accountability system using empirical modeling. Developed and implemented the production cycle necessary to score and report Title III determinations for all school districts and consortia within the state. Produced Title III accountability results for the NDE from 2005 to 2009. Developed and published the agency’s Title III Technical Manual for Title III Accountability. |
| Oklahoma Department of Education (Oklahoma City, OK) | 2006- Developed key components of ODOE NCES longitudinal data system grant application for use in measuring student academic growth over time. |
| Wyoming Department of Education (Cheyenne, WY) | 2007- Provided technical assistance to the Wyoming Department of Education (WDE) regarding the agency’s alternate assessment. Conducted on-site briefings with WDE staff and co-developed an implementation plan used to address Section 4 of *USED Standards and Assessment Peer Review Guidance*. |
| Montana Office of Public Instruction (Helena, MT) | 2006- Examined and provided consultation regarding the state's compliance review. Developed a series of recommendations to state education officials regarding *USED Standards and Assessment Peer Review*. |
| St. Tammany Parish School Board (Covington, LA) | - **2006**-Developed on-line, curriculum-based assessments in grades 2-8 for use in measuring Louisiana’s content.  
- **2004**-Developed the assessment blueprint and specification tables necessary to coordinate item-development by the district. Implemented the Company’s quality assurance reviews to ensure content alignment, developmental appropriateness, range of knowledge, and depth of knowledge prior to operational form construction. Created assessments for grades 2-7 in mathematics and reading. |
| St. John Parish School Board (Reserve, LA) | - **2004**-Implemented the Company’s quality assurance reviews to ensure content alignment, developmental appropriateness, range of knowledge, and depth of knowledge prior to operational form construction. Created operational assessments for grades 3-8 and conducted scoring activities. |

### Training

| Pennsylvania Department of Education (Harrisburg, PA) | - **2013**- General contractor for all student learning objectives (SLOs) development implementation tasks prior to the statewide launch.  
- **2012**- Created the statewide SLO training series using the Homeroom learning platform. Integrated the SLO process into the greater educator effectiveness system. Created quality criteria for those performance measures used to measure student achievement within the SLO framework.  
- Trained over 650 PA educators, principals, Intermediate Units (IU), curriculum coordinators, PDE staff. |
| New Mexico Public Education Department (Santa Fe, NM) | - **2012**-Trained over 70 NM educators using the *Assessment Literacy Series* process, modified this to produce six end-of-course assessments for use as alternate measures of competency for high school graduation in New Mexico.  
- **2013**-Trained over 100 NM educators using the *Assessment Literacy Series* process, including the integration of performance measures. Developed 28 end-of-course assessments in the state’s educator effectiveness system. Quality controlled all assessments using RIA’s assessment rigor screening tool and quality assurance rubric, including evaluating the alignment of items/tasks to the New Mexico state content standards and Common Core State Standards. Provided technical recommendations to the NMPED senior staff on leveraging resources for greater access by NM educators. |
| Miccosukee Tribe (Miami, FL) | - Spring 2013- Provided technical assistance in the development of the MIS alternate AYP definition as authorized within 25 C.F.R. Created business rules and integrated multiple assessment data into an overall school-based index score. Trained school improvement team and administrators using RIA’s *Assessment Literacy Series*. |
| Maine Department of Education (Augusta, ME) | - **2011**- Operated Maine’s Summer Harvest Program/School and provided educational services to several hundred migrant students during the summers of 2011 and 2012. Developed a data validation process for multiple years necessary to support federal (CSPR) reports on migrant enrollment. |
| St. John Parish School Board (Reserve, LA) | - **2004**- Implemented a seven-part professional development series to build teacher capacity in the construction and evaluation of classroom assessments. Developed scoring rubrics at the grade and classroom level to examine critical assessment characteristics for formative assessments used in grades K-8. Produced the Content Helper© for each teacher in the school. Distributed alignment tools within the materials which assisted teachers in developing formative assessments aligned to Louisiana’s Grade Level Expectations. |
| St. James Parish School Board (Lutcher, LA) | - **2014** – Trained over 60 St. James Parish teachers using the Assessment Literacy Series program (Quick Start); aligned specification tables and blueprints to locally established scope and sequences (middle and high school). Developed 23 end-of-course assessments used by the district for pupil progression. |
**Evaluation**

| Delaware Department of Education (Dover, DE) | • **2013**- Quality controlled all locally-developed assessments (for use in the state’s educator effectiveness system) using RIA’s assessment rigor screening tool and quality assurance rubric, including evaluating the alignment of items/tasks to the Delaware state content standards and Common Core State Standards. Provided technical support to local districts meeting the quality expectations adopted by the Delaware Department of Education. |
| • Developed and implemented the Delaware Department of Education’s Internal Measures Project, which created high-quality, summative assessments for use in Delaware’s Educator Effectiveness System.  
  ○ Trained over 700 DE educators using customized training modules that created and evaluated locally-developed assessments.  
  ○ Developed the criteria procedures for evaluating vendor-made, student achievement measures (SAM-E).  
  ○ Developed and implemented the training and quality standards for growth goals (student learning objectives-SLOs) of 47 content areas, including non-subject educators and professional staff (e.g., nurses).  
| • **Summer 2012**- Reviewed over 550 assessments created using the assessment literacy process, including assessments in early childhood, 28 foreign languages, music, visual and performing art, physical education, health, and 95% of all courses offered in career and technical education in Delaware schools.  
| • **Summer 2013**- Refined over 550 assessments created and field-tested in 2012, including assessments in early childhood, 28 foreign languages, music, visual and performing art, physical education, health, and 95% of all courses offered in career and technical education in Delaware schools.  
| • Developed the first accountability technical manual (2004) in the nation that outlined the operational details associated with Delaware’s accountability system. Examined data quality practices associated with the Delaware Student Testing Program (DSTP), Delaware Student Information System (DELSIS), and targeted federal programs administered by the state.  
| • Evaluated the state’s Accountability Growth Model design during its first year of implementation (Summer 2007). Conducted internal auditing of the agency’s processes used to make AYP determinations with the aforementioned Accountability Growth Model.  
| • Extracted, evaluated, and established Delaware’s **USED Standards and Assessment Peer Review** body of evidence in both 2005 and 2012.  
| • Evaluated the use of accommodations for SWD and ELL students (2006) and established screening thresholds using multi-wave data.  
| • **2013**- Created and published the NESSC’s Annual Data Profile: SY 2011-12 (September 2013). Created and published the NESSC’s Metrics: Procedural Guidebook (February 2013).  
| United States Department of the Interior - Bureau of Indian Education (Washington, D.C.) | • **Spring 2009**- Trained BIE educators in using assessment data to determine their school’s AYP status. Created computational and resource support (in a web-based structure) necessary to calculate AYP for each of the 173 BIE-funded schools using 23 different, state-level, accountability models. Created technical guides for BIE-funded schools based upon their state’s accountability system.  

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Beaudoin, John P.
Vitae 2015

| United States Department of Education (Washington, D.C.) | • October 2012- Selected as a member of the ESEA Flexibility Peer Review team for “Window 3” of the ESEA Flexibility requests. Three requests for flexibility were reviewed.
• December 2011- Selected as a member of the ESEA Flexibility Peer Review team for “Window 1” of the ESEA Flexibility requests.
• April 2008- Participated in the technical evaluation of state growth model proposals for use in making AYP determinations in accordance with USED guidelines. States reviewed included: Missouri, New Mexico, Pennsylvania, District of Columbia, Michigan, and Minnesota.
| Maine Department of Education (Augusta, ME) | • Summer 2008- Conducted IT audits of MEDMS data used to calculate the on-time graduation rate (i.e., as required by 34 C.F.R. 200.19). Developed QA/QC risk management document and implemented procedures in partnership with the MDOE staff. |
| Nebraska Department of Education (Lincoln, NE) | • Spring 2008- Evaluated accountability business rules with end-user guidelines during initial piloting of the state’s new student information system. Supported NDE officials in developing a multi-million dollar NCES grant to implement a longitudinal data system. Developed a conceptual framework and the RFP for the NSSRS Decision Support System (DSS). |
| St. Tammany Parish School Board (Covington, LA) | • Spring 2003- Extracted student performance data from the statewide assessment across multiple years to produce school and district-level Data Notebooks (SY 2004 thru 2008). Data Notebooks address multi-level performance goals by providing quantitative trend data to non-technical audiences. Aligned the business rules within the Strategic Plan, School Improvement Plan, and Data Notebooks to ensure comparability. |
| McComb School District (McComb, MS) | • Conducted a comprehensive needs assessment for each school within the district. Organized data into school and district-level reports to understand how the district's reform initiatives were being actualized. |
Christy Lyn Hovanetz, Ph.D.
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Professional Profile:
• Experience developing public education policy and programs
• Leadership experience in the public and private sector managing education projects and teams
• Presentation experience to local, state, national, and international audiences, State Boards of Education, Legislatures, Governors, superintendents, administrators, teachers, students, and public
• Teaching licensure and experience in the K-12 public schools
• Skilled at policy analysis, data analysis, research and evaluation, accountability and assessment, program development and implementation, technical writing, communication with stakeholders

Education:
Askew School of Public Administration and Policy - Florida State University, Tallahassee, FL.
Concentration: Public Policy, specializing in education policy.
Dissertation Title: Education Policy Adoption at the Local Governance Level: An Empirical Analysis of Factors Influencing the Adoption of Reading First in Florida School Districts.
http://etd.lib.fsu.edu/theses/available/etd-10272005-211856/
Major Professor: Frances Stokes Berry.

Hubert H. Humphrey Institute of Public Affairs - University of Minnesota, Minneapolis, MN.
Concentrations: Public and Nonprofit Leadership and Management and Conflict Management.
Adviser: John E. Brandl

St. Cloud State University, St. Cloud, MN.
Major/Minor: Education and Mathematics.
University Honors Program Graduate.

Professional Experience:
Foundation for Excellence in Education, Tallahassee, FL.
Senior Policy Fellow, November 2008 to Present.
Lead the national education policy research, data, and evaluation agenda for accountability at the Foundation, a 501(c)3 not-for-profit education policy and research organization founded by Jeb Bush, former Governor of Florida. Support states implementing evidence-based education reform by developing a customized plan of action and supporting research that include policy papers, data analysis, presentations and testimony, and provide technical support to ensure successful implementation.

Summit Education Associates LLC, Minneapolis, MN.
Owner/President, July 2010 to Present.
President and founder of an education consultancy which provides policy and data services to clients. The company focuses on providing clients with specialized services in education policy, data analysis, evaluation and research, strategy, project management and program implementation.
Minnesota Department of Education, State of Minnesota, Roseville, MN.
Led the Research and Assessment Office responsible for K-12 statewide assessment program; No Child Left Behind, including school accountability, federal title programs and policy; and the School Improvement Office, including Quality Compensation for effective teacher performance, statewide professional development, and school improvement planning. Responsible for leading the research and evaluation efforts for the Department.

Florida Department of Education, State of Florida, Tallahassee, FL.
Led the Evaluation and Reporting Office (described below) and the Education Information and Accountability Services Office which is responsible for K-12 education data collection. Data is used for funding, reporting, evaluation, and policy making. Collecting data, improving data reporting accuracy by school districts, responding to data inquiries, fulfilling reporting requirements, and reviewing and developing data collection procedures are primary responsibilities.

Lead the office responsible for public school accountability and No Child Left Behind Act policy in Florida. Calculate school grades under Florida’s A+ Plan and Adequate Yearly Progress under the federal No Child Left Behind Act of 2001. Developing accountability systems for Florida’s voluntary pre-kindergarten program, supplemental educational services provide in Florida as required under No Child Left Behind, and Florida’s teacher pay for performance initiative. Perform research, evaluation, and policy and data analysis related to PreK-12 education programs and policy initiatives.

Director of Reading First, Just Read, Florida! Office, February 2002 to November 2003.
Co-authored and directed Florida’s Reading First grant under the No Child Left Behind Act of 2001. Secured funding and was responsible for $300 million budget, policy development, and implementation of Reading First. Led team of academics and education practioners in the implementation of Reading First in Florida. Presented and provided technical assistance to K-20 education professionals regarding the Governor’s Just Read, Florida! initiative and Reading First.

Executive Office of the Governor, Office of Policy and Budget, State of Florida, Tallahassee, FL.
Governmental Analyst, July 2000 to February 2002.
Wrote legislation and amendments to current law for the state of Florida based on the Governor’s priority education initiatives. Researched and analyzed current and prospective legislation for policy and fiscal impact. Served as a researcher for the Governor, appointed task forces, and education partnerships.

Office of Program Policy Analysis & Government Accountability, State of Florida, Tallahassee, FL.
Legislative Policy Analyst, K-12 Education Policy, September 1999 to July 2000.
Performed objective, independent research and analysis of Florida’s K-12 public school system. Analysis included comparison of statutory performance measures, analysis of program productivity, consideration of program value, budget analysis, and made recommendations for future effectiveness. Conducted interviews, created and administered surveys, performed legislative research, quantitative and qualitative research, and produced detailed reports containing recommendations to high-level policymakers.
**Academic Experience:**
Florida State University, Tallahassee, FL.
*Adjunct Professor.* PAD 3003, Public Administration in Society.

**Honors and Leadership:**
- Peer Reviewer for Elementary and Secondary Education Act state waiver requests, United States Department of Education (2011, 2013, and 2015)
- Peer Reviewer Institutes for Education Sciences Grants (2014)
- American Marshall Memorial Fellow, German Marshall Fund of the United States (2011)
- Policy Fellow at the Hubert H. Humphrey Institute of Public Affairs (2009-10)
- Mentor, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota
- Pi Alpha Alpha, the National Honor Society for Public Affairs and Administration
- Kappa Delta Pi, International Honor Society in Education
- Junior League of Tallahassee
- Commissioner’s Leadership Seminar, Florida Department of Education
- YMCA youth soccer coach
- St. Cloud State University, Student Government President (1997-98)
- St. Cloud State University, NCAA Division II Women’s Soccer, Player
- Delta Zeta International Sorority, President (1996-97)