

**Committee on the Evaluation of NAEP Achievement Levels in Reading and Math  
Board on Testing and Assessment (BOTA), Committee on National Statistics (CNSTAT)**

**WORKSHOP ON INTERPRETATIONS AND USES OF NAEP ACHIEVEMENT LEVELS**

**Panelist Biographies**

**Patte Barth** is the director of the Center for Public Education, an initiative of the National School Boards Association. Launched in 2006, NSBA's Center provides practical information and analysis about the successes and challenges facing public schools in the U.S. Barth has over 20 years experience working with education issues and policy. Prior to joining NSBA, Barth spent nine years at the Education Trust as a senior associate focusing on standards, assessments, and accountability systems. She is the author of several reports including studies of teacher licensing examinations and the misalignment of high school and college expectations. With Ruth Mitchell, she is the co-author of two books on elementary education for the 21st Century. Her articles have appeared in the *Washington Post*, *Richmond Times-Dispatch*, *Education Week*, and the *American School Boards Journal*.

**Sonja Brookins Santelises** is the Vice President of K-12 Policy and Practice at The Education Trust. She provides strategic direction for the organization's K-12 research, practice, and policy work, which includes developing and implementing strategies to ensure that the Ed Trust's K-12 efforts effectively focus national attention on inequities in public education and the actions necessary to close gaps in both opportunity and achievement. Before joining The Education Trust, Sonja was the Chief academic officer for Baltimore City Public Schools, where she focused on setting academic priorities for City Schools to raise achievement of students across all schools. Sonja came to City Schools from Boston, where she was the assistant superintendent for pilot schools, a network of 23 schools with broad autonomy and a track record of successfully meeting students' needs and improving the achievement of low-income students and students of color in particular. Prior to the pilot schools post, Sonja was assistant superintendent for teaching and learning/professional development in Boston. Before joining Boston Public Schools, Sonja lectured on urban education for two years at Harvard University and spent six years as a senior associate with Focus on Results Inc., where she worked with five major urban districts, coaching superintendents and training school leaders. Prior to that, Sonja served as executive director of the New York City Algebra Project, the local site of the acclaimed national math reform program, also present in City Schools. Sonja began her career in education as director of professional development and teacher placement with Teach for America, New York, followed by stint at a year-round school in Brooklyn where she was a founder, teacher, and curriculum specialist. She holds a bachelor of arts degree from Brown University, a master of arts in education administration from Columbia University, and a doctor of education in administration, planning, and social policy from Harvard. She currently resides in Baltimore with her husband and three daughters.

**Sarah Butrymowicz** is the data editor at The Hechinger Report, a national education news site based in New York. After receiving her M.S. from Columbia University's Graduate School of

Journalism, she spent four years as a staff writer for The Hechinger Report, covering K-12 education. Her work has appeared in The Washington Post and the Los Angeles Times, as well as on Time.com and NBCNews.com. She has won several reporting awards, including the 2012 New York Press Club's Nellie Bly Cub Reporter Award.

**Michael Casserly** has served as Executive Director of the Council of the Great City Schools since January 1992. Casserly also served as the organization's Director of Legislation and Research for 15 years before assuming his current position. As head of the urban school group, Casserly unified big city schools nationwide around a vision of reform and improvement; led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); guided the organization to be the first national education-membership group to call for the Common Core Standards; initiated an aggressive technical assistance program to improve urban education; directed the development of public education's first performance management system; and led the first national study of common practices among the nation's fastest improving urban school districts. He is currently spearheading efforts to boost academic performance in the nation's big city schools; strengthen management and operations; and improve the public's image of urban education. An article in USA Today some years ago called him a "Crusader for Urban Schools." He is a U.S. Army veteran, and holds a Ph.D. from the University of Maryland and B.A. from Villanova University.

**Enis Dogan**- As the Associate Director at PARCC Dr. Dogan's responsibilities include designing, managing and conducting research to inform the development of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments as valid and reliable tools that measure whether our students are ready or on track for postsecondary success. Prior to joining PARCC, he worked as a project manager and a lead psychometrician at the federally-funded National Assessment of Educational Progress (NAEP) Education Statistics Services Institute of the American Institutes for Research (AIR). Dr. Dogan holds a doctorate in Measurement, Evaluation and Statistics from Columbia University. Between 2002 and 2005, he taught a graduate level statistics course at Columbia University for three semesters and received a Distinguished Teaching Award from the same institution in 2005. Prior to his graduate studies at Columbia University, he served as a physics teacher at a private high school in Turkey.

**Catherine Gewertz** created the common-core beat for *Education Week* five years ago. She covers curriculum and assessment. In her 15 years at the newspaper, she's also covered urban education and secondary school. Before coming to *Education Week*, she was a reporter at *The Los Angeles Times* and United Press International.

**Renee Jackson** is Senior Manager of Education Programs at National PTA in Alexandria, Virginia. She is responsible for the design, management, implementation, and promotion of education programs and training to increase community and family engagement. She has been an educator for over 21 years. Prior to joining National PTA, she served as principal and assistant principal in North Carolina. Dr. Jackson was named 2010 NC Sandhills Region Principal of the Year and 2009 Cumberland County Schools Principal of the Year. Dr. Jackson obtained her

doctoral degree from Fayetteville State University in Educational Leadership, Masters of Arts in School Administration from Chapman University, Orange, CA and Bachelor of Science in Elementary Education from Fayetteville State University.

**Scott Jenkins** is Program Director for the Education Division at the National Governors Association. Jenkins focuses on postsecondary education and works with state policy leaders to transform higher education and workforce systems to improve student success, productivity and quality. He holds a B.S. in Political Science, Minor in History from the University of Central Florida.

**Mike Kane** has held the Samuel J. Messick Chair in Validity at the Educational Testing Service in Princeton, New Jersey since September of 2009. He served as Director of Research for the National Conference of Bar Examiners from September 2001 to August 2009, as a professor in the School of Education at the University of Wisconsin–Madison from 1991 to 2001, and as vice-president and senior research scientist at ACT from 1982 to 1991. Between 1972 and 1981, he served as the Director of test Development at the National League for Nursing, as an assistant professor at SUNY, Stony Brook, and as Director of Placement and Proficiency Testing at the University of Illinois, Champaign-Urbana.

He holds a B. A. in physics from Manhattan College, an M.A. in physics from SUNY, Stony Brook, and an M.S. in statistics and Ph.D. in education from Stanford University. His research has focused on validity theory, the foundations of the theory of measurement, generalizability theory, licensure and certification testing, and standard setting.

**Jacqueline King** serves as the director of higher education collaboration for the Smarter Balanced Assessment Consortium. As an expert in higher education access, student financial aid, and alignment with K-12, King helps ensure that Smarter Balanced meets the needs of postsecondary institutions for determining student readiness for entry-level credit-bearing courses in English language arts/literacy and math.

King spent 15 years at the American Council on Education, serving most recently as assistant vice president and policy research advisor. At ACE, she founded the Center for Policy Analysis and led the K-16 alignment agenda, including efforts to ensure that higher education faculty had direct input on the Common Core State Standards. King received a doctorate in higher education from the University of Maryland, College Park. She also holds a master's degree in student personnel administration from Teachers College, Columbia University.

**Lyndsey Layton** is a reporter with the Washington Post. She has been covering national education since 2011, writing about everything from parent trigger laws to poverty's impact on education to the shifting politics of school reform. Lyndsey came to the Post in 1998 and has roamed widely, covering food safety and chemical policy, Congress, transportation and the U.S. invasion of Iraq. But none of that compares to the fun of interviewing 8-year-olds. She lives in D.C. with her husband and their daughter.

**Shelley Loving-Ryder** is Assistant Superintendent for Student Assessment and School Improvement with the Virginia Department of Education. In 1999, Ms. Loving-Ryder was promoted to director of assessment and reporting and, in 2001, assistant superintendent. During her tenure as assistant superintendent for assessment and reporting, Virginia implemented an extensive online testing program. Currently, all of Virginia's SOL tests with the exception of the writing tests are available in an online format and, in 2008-2009, more than 98% of its end-of-course assessments were administered in the web-based format. In addition, Virginia's assessment program has expanded to include tests for reading and mathematics in grades 3 through 8, additional history and social science assessments at the upper elementary and middle school levels, and alternative assessments for students with disabilities. In 2007, Ms Loving-Ryder was given the additional responsibility of overseeing the office of school improvement in the newly re-organized VDOE structure. Ms. Loving-Ryder currently oversees a staff of 30 in the offices of test administration, scoring, and reporting, test development, and school improvement. She has given national presentations on the Virginia's assessment programs, including Virginia's use of end-of-course assessments and the implementation of online testing.

Ms. Loving-Ryder received her undergraduate degree from the University of Richmond and pursued doctoral studies at Virginia Commonwealth University in clinical psychology. She is married with two grown children and resides in Hanover County, Virginia.

**Nathan Olson** is Media Manager Communications and Community Outreach Program with the Washington State Office of the Superintendent of Public Instruction.

**Emily Richmond** is the public editor of the Education Writers Association. She coordinates programming and training opportunities for members and provides individualized reporting and writing help to journalists. She also authors EWA's "The Educated Reporter" blog. Prior to joining EWA, Richmond was the education reporter at the Las Vegas Sun, where she covered local, state, and national issues. Recognition of her work includes a first-place award for feature writing from the Associated Press News Executives Council of Nevada-California. In 2007, she was named Outstanding Journalist of the Year by the Nevada State Press Association. Richmond was a 2011 Knight-Wallace Fellow at the University of Michigan. She holds a bachelor's degree from Wellesley College and a master's in journalism from Stanford University. Follow her on Twitter: @EWAEmily

**Bob Rothman** is a senior fellow at the Alliance for Excellent Education. Previously, he was a senior editor at the Annenberg Institute for School Reform where he edited the Institute's quarterly magazine, *Voices in Urban Education*. He was also a study director at the National Research Council, where he led a committee on testing and assessment in the federal Title I program, which produced the report *Testing, Teaching and Learning* (edited with Richard F. Elmore) and a committee on teacher testing.

A nationally known education writer and editor, Mr. Rothman has also worked with Achieve and the National Center on Education and the Economy, and was a reporter and editor

for *Education Week*. He has written numerous reports and articles on a wide range of education issues, and he is editor of *Teaching in the Flat World* (Teachers College Press, 2015) and *City Schools* (Harvard Education Press, 2007) and author of *Measuring Up: Standards, Assessments and School Reform* (Jossey-Bass, 1995), *Fewer, Clearer, Higher: How the Common Core State Standards Can Change Classroom Practice* (Harvard Education Press, 2013), and *Something in Common: The Common Core Standards and the Next Chapter in American Education* (Harvard Education Press, 2011). He has a degree in political science from Yale University.

**Lorrie Shepard** is University Distinguished Professor and Dean of the School of Education at the University of Colorado Boulder. Her research focuses on psychometrics and the use and misuse of tests in educational settings. Her technical work has contributed to validity theory, standard setting, and statistical models for detecting test bias. Her research studies on test use have addressed the identification of learning disabilities, readiness screening for kindergarten, grade retention, teacher testing, effects of high-stakes accountability testing, and most recently the use of classroom assessment to support teaching and learning.

Dr. Shepard is past president of the American Educational Research Association and past president of the National Council on Measurement in Education. She was elected to the National Academy of Education in 1992 and served as president of the NAEd from 2005-2009. Dr. Shepard has also served as editor of the *Journal of Educational Measurement* and of the *American Educational Research Journal*. She received the Distinguished Career Award from the National Council on Measurement in Education, the award for Distinguished Contributions to Research in Education from the American Educational Research Association, the 2005 Henry Chauncey Award for Distinguished Service to Assessment and Education Science from Educational Testing Service, and the 2006 David G. Imig Award for Distinguished Achievements in Teacher Education from the American Association of Colleges for Teacher Education. She has a Ph.D. in Research and Evaluation Methodology from the University of Colorado Boulder; a MA in Counseling from the University of Colorado Boulder; and a BA in History from Pomona College.

**Dara Zeehandlaar** is the national research director at the Thomas B. Fordham Institute, where she oversees Fordham's research pipeline, designs and executes new studies, manages ongoing projects, and conducts quantitative and qualitative research. Her areas of study include education governance and school boards; finance and teacher pensions; policy design and implementation (especially related to the Common Core mathematics standards); and teacher unions. She earned her Ph.D. in Urban Education Policy at the University of Southern California, and previously worked as a high school mathematics teacher and summer-school coordinator in Washington D.C. public schools. A Los Angeles native and Washington D.C. resident, she also holds a M.S. in astrophysics from the University of Maryland and a bachelor's in astronomy from Cornell.