



Arkansas Accountability and Assessment Technical Advisory Committee

Overview

Arkansas Accountability and Assessment Technical Advisory Committee serves as an advisory body to the Arkansas Department of Education (ADE) Public School Accountability Division and the Assessment Unit with the Division of Learning Services. The committee makes recommendations and provides guidance on technical aspects of large-scale assessments as they pertain to the state's assessment and accountability systems, including data for the state's research agenda, as well as ensuring that the item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting of the state's assessment system provides validity, reliability, and fairness for the state's student populations.

The committee also provides guidance on other technical matters, such as practices not already described in the Standards for Educational and Psychological Testing, and continues to provide advice and consultation on the implementation of new state assessments and meeting the federal requirements of the Elementary and Secondary Education Act (ESEA).

TAC's members include educational measurement technical and policy experts by invitation. The committee will convene twice a year for two-day meetings in Little Rock, and participate in up to three half-day webinars strategically scheduled to support the needs of the state.

Members

Henry Braun: Director, Center for the Study of Testing, Evaluation and Education Policy at the Lynch School of Education, Boston College

Henry Braun earned a B.Sc. (Hon.) in mathematics from McGill University and a M.Sc. and Ph.D. in mathematical statistics from Stanford University. After serving as an assistant professor of statistics at Princeton University, he joined Educational Testing Service in 1979, where he held a series of increasingly responsible positions. He was vice-president for research management from 1990 to 1999 and held the title of distinguished presidential appointee from 1999-2006. In 2007, he retired from ETS and assumed the position of Boisi Professor of Education and Public Policy in the Lynch School of Education at Boston College.

Braun has published broadly in probability, statistics, and educational measurement, and he has consulted for a variety of private, public, and governmental organizations. He was elected a fellow of the American Statistical Association in 1991. He is a co-recipient of the 1986 Palmer O. Johnson Award of the American Educational Research Association and a co-recipient of the National Council for Measurement in Education's 1999 Award for Outstanding Technical Contribution to the Field of Educational Measurement. In 2018 he was named as a recipient of the AERA Division D Robert L. Linn Memorial Lecture Award. He is an elected member of the National Academy of Education



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He is currently a member of technical advisory committees for the states of Massachusetts, Georgia and Arkansas, as well as the New Meridian Corporation. He serves in a similar role for the OECD and IEA.

*Braun's interests include school and teacher accountability, the role of testing in education policy, the analysis of large-scale survey data and standard setting. In recent years, he has published on a variety of topics including the Black-White achievement gap, comparative school effectiveness, applications of multi-level modeling, the role of literacy in economic and social welfare, and test design. He has done considerable work in the area of value-added modeling and authored *Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models* (2006).*

Juan D'Brot: Senior Associate at the National Center for the Improvement of Educational Assessment, Inc., Dover, NH

Since joining the Center, Dr. D'Brot has led and contributed to work on developing ESSA aligned accountability systems, growth models, exploring graduation options for students based on local legislation, peer review submissions, revising readiness assessments, and evaluating assessment systems. He is engaged or has accomplished this work with many clients including the Council for Chief State School Officers, the U.S. Department of Education, Achieve, Alabama, Arkansas, Delaware, Georgia, Louisiana, Maine, Nevada, New Hampshire, North Dakota, Pennsylvania, and the U.S. Virgin Islands. He also serves as a Technical Advisory Committee member to several states and coordinates the Technical Issues in Large-Scale Assessment (TILSA) for CCSSO.

Prior to working at the Center, he was the Senior Director of Research at Data Recognition Corporation where he provided leadership and assessment vision as the liaison between DRC Research and other departments to develop and disseminate strategic and technology-based solutions aligned to DRC's assessment programs. He was also responsible for designing, computing, and evaluating all traditional and IRT statistical analyses, including defining, managing, and monitoring all psychometric analyses. Previously, he served as the Director of Strategic Research Solutions for CTB and as the Executive Director of Assessment, Accountability, Research, and Evaluation for the state of West Virginia where. There he was responsible for the administration, development and implementation of all aspects of the statewide balanced assessment system, the state and federal accountability system, and providing strategic and direct oversight of grant-based and independent research and evaluation services for the department.

Dr. D'Brot has been the author and co-author on various publications focusing on process and summative evaluations of supplemental educational services, teacher-focused professional development, the impact of accountability systems, the impact of interim assessment practices on summative assessment results, and on the evaluation of technical assistance efforts provided to state and local education agencies throughout the country. He has also participated in over two-dozen invited or peer reviewed presentations at professional conferences focusing on assessment, accountability, and research in education.



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Claudia Flowers: Professor, Department of Educational Leadership at University of North Carolina at Charlotte

Dr. Claudia Flowers is a professor of research, statistics, and measurement at the University of North Carolina at Charlotte. She has over 90 publications in the areas of assessment, measurement, and applied research methods. She earned her Ph.D. in Educational Research, Measurement, and Evaluation from Georgia State University. Before earning her Ph.D., she taught high school students with emotional disturbances. Her current research interests include exploring evidence of technical quality of alternate assessments for students with significant cognitive disabilities, testing accommodations, and transition. Dr. Flowers is an expert in the field of alternate assessments and served as a member of the National Council on Measurement in Education (NCME) Diversity and Testing committee. She was a partner with the National Alternate Assessment Collaborative and the National Center and States Collaborative and serves on numerous states' Technical Advisory Committee and National Expert Advisory Panels that examine assessing students with disabilities. She is currently conducting research with the National Technical Assistance Center for Inclusive Practices and Policies that assist states and local educational agencies implement and sustain inclusive practices and policies for students with the most significant cognitive disabilities.

Pete Goldschmidt: Professor, Educational Psychology, Michael D. Eisner College of Education, California State University Northridge.

Dr. Goldschmidt is currently a professor in the Graduate School of Education at California State University Northridge where he teaches courses in statistics, research methods and evaluation. During a three year leave he served as the Assistant Secretary for Assessment and Accountability in the New Mexico Public Education Department. Dr. Goldschmidt was also a Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA for over 10 years where he developed innovative applications of non-linear hierarchical growth models for use in evaluations. He is currently working with the Council of Chief State School Officers (CCSSO) to provide technical assistance related to monitoring and improving EL progress. Dr. Goldschmidt worked with over 30 states on developing the EL progress indicator of state ESSA plans. Previously, he has contributed to several large scale projects analyzing education systems in developing countries, such as Peru, India and China. Dr. Goldschmidt is a member of several state and district Technical Advisory Committees, has served as a grant reviewer for the institute of education sciences (ies), as well as a peer reviewer for the US Department of Education. He has published several articles related to teacher evaluation and school accountability, which are the primary foci of his research. His most recent grant is an ies-funded evaluation of a state educator effectiveness system.



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Michael Kolen: Professor Emeritus, Educational Measurement and Statistics, College of Education, The University of Iowa.

Dr. Michael Kolen is Professor Emeritus in Educational Measurement and Statistics at the University of Iowa, where he was a Professor from 1997 – 2017. He was a Psychometrician and Director during his employment at ACT from 1981 – 1997. Dr. Kolen is Past-President of the National Council on Measurement in Education (NCME). He received an NCME Career Award in 2008 and an NCME Award for Outstanding Technical Contribution to the Field of Educational Measurement in 1997. Dr. Kolen was a member of the Joint Committee for the 2014 Revision of the Standards for Educational and Psychological Testing, is a Fellow of the American Educational Research Association, and is a Fellow of the American Psychological Association. Dr. Kolen has numerous publications in journals and books on the subjects of test reliability, scaling, linking, equating and other psychometric issues. Dr. Kolen serves on technical advisory committees for state departments of education and as a consultant for state testing programs and testing organizations, with a focus on psychometric review and implementation of large-scale assessment programs.

Facilitator

Erika Landl: Senior Associate at the National Center for the Improvement of Educational Assessment, Inc., Dover, NH

Erika Landl is a Senior Associate with the National Center for the Improvement of Educational Assessment, Inc. where she provides technical support to state clients on issues related to the design, development, implementation and validation of assessment and accountability systems. Since joining the Center in July 2012, Dr. Landl has worked with states to develop coherent theories of action aligned to state goals and policy initiatives, developed methods and tools to evaluate the quality of high-stakes summative assessments, and established frameworks that support the validation of school and educator accountability systems. Erika facilitates multiple technical advisory committees and frequently develops white papers and presentations for technical and non-technical audiences at the national, state and local level. Prior to working at the Center, Erika was a Senior Research Scientist at Pearson, where she served as the lead measurement specialist for a variety of state and national assessment programs. Erika holds an M.S. in Educational Psychology and a Ph.D. in Educational Measurement and Statistics from the University of Iowa.

The National Center for the Improvement of Educational Assessment, Inc. (The Center for Assessment) is a Dover, NH based not-for-profit (501(c)(3)) corporation that seeks to improve the educational achievement of students by promoting improved practices in educational assessment and accountability. Founded in September 1998, the Center's mission is to improve the educational achievement of students by promoting improved practices in educational assessment and accountability. The Center for Assessment does this by providing services directly to states in



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conjunction with the states' large-scale assessment and accountability programs.

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